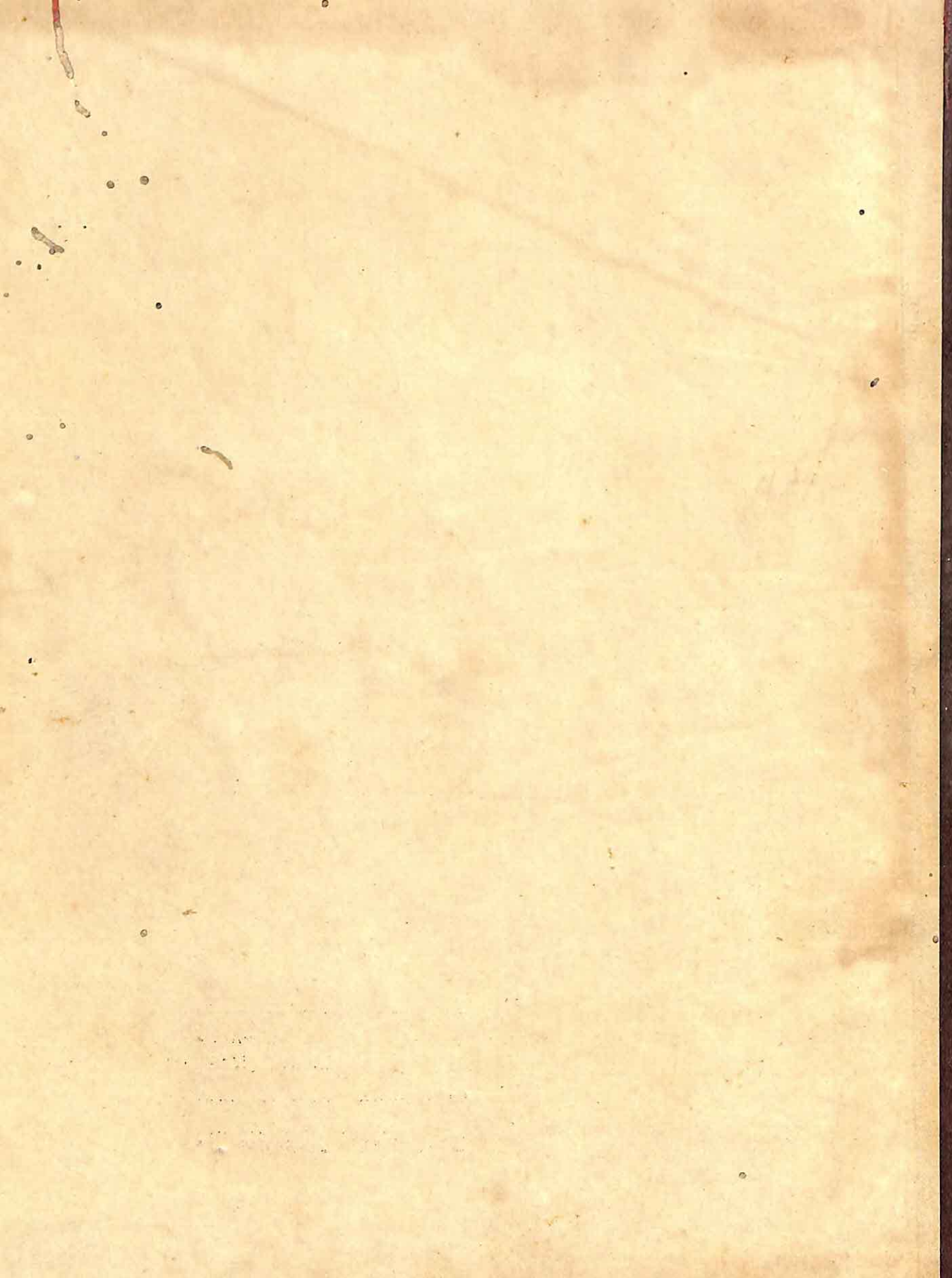






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The Training of Rural Teachers:

Some Observations

RECENTLY I was asked by Unesco to prepare a factual report on rural teacher training in India. This gave me an opportunity to make an intensive study of the problem of rural teacher training in India, and the observations I have to make in this paper are the result of this study.

Creator of His People

Potentially, the rural teacher is the true creator of his people; and there can be no educational work of greater import for the welfare and development of this nation than the preparation of teachers for the rural areas of this vast country. Ours is a land of villages; but the standard of living in our villages is so poor that the rural teacher cannot be content with merely teaching his pupils at the school. His influence has to extend beyond his school. He must be a torch-bearer to the entire population of his village. If we examine the Indian rural scene today we find that it reveals widespread lack of co-operative effort, unscientific agricultural practice, poor living conditions, a depressed economic state and a low cultural level. All these the rural teacher must help to liquidate. But to be able to play this big role effectively he needs an adequate training for the many aspects of his work; and this is the task of our normal schools and training colleges. For much too long have our rural schools remained in a primitive condition.

Fortunately, today, there is apparent a certain awakening among our rural

people, and with it has come a curiosity about, and an interest in the real functions of the rural school and of the rural teacher. And our educationists, specially those with a faith in the future of basic education, have begun to think of the possibilities of education for rural living and the possibilities of selecting and training teachers whose influence may extend beyond the doors of the rural school.

Selection

The problem of selection of candidates for rural teacher training does not appear to have received adequate attention in this country. Academic attainment is, perhaps, the only criterion used in most cases when teachers are selected for training; whereas any programme of selection worthy of the name should give evidence of an appreciation of the work for which selection is being made. It should seek to assess the qualities required for success in the field. It should not only endeavour to exclude those who do not possess these qualities, but it should also seek to attract those who do have them in abundant measure. The latter aspect of selection has been almost totally neglected in this country. We have failed to realize the fact that the selection of teachers means the securing of a larger group of more suitable students from the schools; that this is a matter of competent and continued observation and guidance throughout the school years; that such guidance may very well be

helped by the formation in the schools of "teacher clubs" in which students can become acquainted with the advantages and disadvantages of teaching and with the required technical and personal qualifications.

The time has, indeed, come when the use of suitable and judicious propaganda in attracting the best students to the profession is both warranted and desirable, and when some form of vocational guidance emphasizing the challenge of rural teaching and encouraging experiences and accomplishments, likely to be of value to rural teachers, is provided in our schools. Unfortunately, many school principals regard teaching, and specially rural school teaching, as beneath the dignity of their best students, and so, little or no encouragement is offered to such students to attend the normal school. If there were a better appreciation by our school principals of the potentialities for national reconstruction of rural teaching, they would have had a substantially different attitude to this work.

Basic Qualifications

The selection of teachers for rural schools is not, as I have already said, a matter which can be based solely or even largely on scholastic success. There are other basic qualifications or criteria which need to be kept in mind. John Dewey has said that education, to be effective, "must constantly take into account the conditions of the local community, physical, historical, economic, occupational, in order to use them as educational resources"¹. In the selection of teachers, therefore, and specially in the selection of rural teachers, this point needs to be borne in mind. The rural teacher must possess a genuine and deeply rooted

interest in the rural community. He must have a clear understanding of the rural community as it is, and a vision of the community as it may be. He must have acquired a courage and steadfastness equal to the demands of leadership in a rural community. Above all, he must possess an understanding of, and a faith in, rural people and rural living based on wide knowledge and genuine culture.

It is clear that, in this view, the work of the rural teacher cannot be conceived of merely in terms of instruction in the prescribed courses of study; and, therefore, there is little use in training those who do not possess the qualities required for the wider work of rural teaching—qualities of effective leadership in classroom, school and community. Our rural schools need teachers who can sink roots deep into the life of the rural community and who can win the confidence of the men and women of the community; and students drawn from urban areas and from urban schools providing an "un-rural" education are not likely to succeed as rural teachers because they are not generally likely to possess these qualities. In an adequate programme of selection of candidates for training, however, these qualities will have to be kept in the forefront, and carefully assessed. Only a deliberate selection on the basis of the candidates' ultimate ability to serve the rural community can be expected to provide the right type of teachers for rural schools. Such a selection, if it is to be adequate, will require a careful study by the training school or college staff, assisted by experts, of the candidates' background, ability, personality, character, accomplishments, and physical condition as revealed by

¹ John Dewey, *Experience and Education*, p 36, The Macmillan Company, New York, 1948

reports, questionnaires, personal interviews and tests.

Bihar Training Schools

The basic training schools of Bihar have evolved a procedure of selection which is a beginning in the right direction, although it needs to be improved and elaborated. They require the candidates applying for admission to their courses to attend a three-day camp at which they will live "a co-operative community life, managing their own kitchen and general health arrangements, and providing, side by side, for a social, recreative and cultural programme"². During this period they are required to take tests in spinning and in the principles of basic education. To prove their real aptitude for work in basic education, they have to produce documents and records testifying to their interest and skill in vegetable gardening and in any one craft. If a similar procedure were to be adopted in our non-basic training institutions on an experimental basis, the day would not be far distant when we would have evolved a satisfactory method of selection of candidates for preparation as rural teachers.

Objectives of Teacher Training

To come now to the actual preparation of rural teachers, it can be generally said that, except in the basic training schools, the objectives of rural teacher training have not always been broadly conceived or effectively executed. "In a rural democracy, education must lead to the enrichment of individual living; it must not merely preserve the culture of the past, nor even merely reflect the life of the present. It must inspire people to improve this life. It must

develop not only efficient minds, but also character equal to the demands of leadership in a democracy. It must help rural people to secure for themselves the high standards of living which scientific and cultural progress have made possible"³. Such an education for our rural children can only be given by teachers who are adequately prepared. Changes in administration, changes in courses of study, improvements in school equipment are all highly useful; but they tend to be idle gestures if the teachers themselves are not efficient. And it is the task of normal schools and colleges to prepare efficient teachers for rural leadership. Let us see what this implies.

Dignity of Farming

In the first place, every teacher that comes out of a rural training institution should be able, when he begins to teach in a rural school, to make his pupils more aware of the dignity of farming, of rural life and the soil. He should be able to encourage children to look upon farming as a vital and important occupation and not just a job run by the poor class. It is the function of the training school to awaken its students to a comprehension of farm life as it is and as it should be, to make them realise that farming is a way of life in which the whole family, nay the entire village community, is involved, and that in farming making a living, and living a life are so closely bound up as to be a single process.

This function the training school can perform only if agriculture is given its rightful place in its curriculum. This has been done in the basic training schools in most parts of the country;

2 Prospectus for 1952-53 of the Sarvodaya Mahavidyalaya, Narsingnagar, P.O. Turki, Bihar.
3 R.O. Staples, *The Rural Teacher*, p.1, The Ryerson Press, Toronto, 1947.

in the non-basic training schools, however, it is more the exception than the rule. Rural education and preparation for rural teaching can be improved only by a close relation to agriculture. Practical farm education should form an essential part of the curriculum of the rural school as well as of the rural training school.

Improvement of Rural Society

Secondly, the training school needs to emphasize the rural schools' responsibility for the improvement of rural society. Student-teachers in a rural training school must have opportunities for wide experience in community organizations, in music and drama, in arts and crafts, and in other recreative and social programmes. Even before their entry into the training school, they should, if possible, be encouraged at school during the several years preceding their professional training, to participate in such activities and to develop such interests. The prospective rural teacher must be prepared and made competent to educate not only his pupils in school but also the adult rural population for enriched rural living. Too many rural teachers today are busily engaged in teaching model lessons in language or arithmetic or geography in a sort of vacuum circumscribed by the walls of the school, from which they are unprepared to emerge into the wider village community that provides such excellent opportunities for pioneering in useful service for them and for their pupils.

Often, the fault is not theirs, for the school curriculum is exacting and unprogressive and the educational administration is unimaginative and cramping; and the training school has failed to make them see the school as a vital, active part of the developing life of

the community. In the more progressive basic training schools, teachers are being trained to be effective community leaders. If this is possible in these institutions, there is no reason why it should not be possible in all the rest. All rural teachers can, and should be prepared to give active leadership to worthwhile undertakings in the community. We need training schools which will develop teachers who will work with the people they are attempting to educate, who will have power *with* them, and not *over* them, and who will make an effective contribution towards transforming rural life into something rich and satisfying.

Understanding of Rural Ways

Preparation for such rural leadership implies an understanding of rural ways and rural problems. It is, therefore, wise and expedient to include in the programme of the professional preparation of rural teachers, opportunities for understanding the economic, social and cultural influences which give the rural community its characteristic qualities. Basic training in rural economics, rural co-operation, rural sociology and the organization of community activities will, therefore, form an important part of the programme. But such training should be practical and not merely theoretical. It should be given in, and through the study of actual problems existing in the community, and, what is more important, in the actual efforts of the training school to meet the educational, recreational and social needs of the people as they develop. In such a programme, the community would really serve the student teachers as a laboratory for the study of rural living. Care needs to be taken, however, to see that such training is made as individual and personal as possible, providing

each student with a programme that is at once suited to his abilities and interests and designed to develop a well-rounded rural community leader.

Live Community Centre

A programme for training teachers in rural leadership will be successful to the extent to which the training school itself functions as a live community centre. The staff of the training school should themselves have established close contacts with the community and developed programmes of useful service to the community. They should themselves be community leaders who feel that they are an intimate and immediate part of a big educational programme, and through whose influence the people are drawn to the training school as to a centre of enlightenment, guidance and help. Many training schools tend to labour under a blight of smug aloofness or, sometimes, of forced isolation; with the sad result that their staffs and their students fail to acquire the understanding, vision and skill required to arouse the interest and co-operation of rural people in their educational programme. The organization of a training school as a community centre provides the teachers not only with the necessary understanding of the rural people and their problems, but also with opportunities for beneficent service. Indirectly, it promotes the improvement of the training school through the improvement of the community in which the school functions. It is encouraging to find that basic training institutions in several parts of the country have grasped the significance of community service and are functioning as active community centres, radiating light and bringing succour to the poor villagers. Witness the aims of the Sarvodaya Mahavidyalaya at Nrisingnagar in Bihar as stated in the prospectus of that

institution for the year 1952-53: "The institution also aims at raising and elevating the standard of life, economic, intellectual, aesthetic, social and cultural, of the surrounding villages through the example set by the teaching faculties and the alumni working at the level of, and along with the village people. The alumni of the Mahavidyalaya are led on to a critical understanding of the community in which they find themselves and to a sense of the duties they owe to it, and thus they are trained to assume responsibility for the activities of their community life so that they are imbued, as future citizens, in the principles and practice of true democracy". Having visited this institution, I know that these aims are being actively sought to be realized. If the programmes of all our institutions for the preparation of rural teachers were conceived on the lines of this one, we could hope that in less than a decade our rural communities would take on, and develop such qualities of co-operation, improved methods of farming, wide interests, civic responsibility, culture and good living that would give vitality and power to our new and young democracy.

In-Service Guidance

There is one other aspect of rural teacher training that I should like to refer to in this brief article. It is the aspect of in-service guidance. At the moment, there is little provision for such guidance for rural teachers. There is little evidence of a desire on the part of our training schools and colleges for a closer contact with the work of their graduates. If such a desire could be generated, it should be possible for our institutions of teacher preparation to function as centres of educational activity and inspiration for their areas. It should be possible for them to build up

consultative and field services, to develop facilities for continued study, to provide library facilities for rural teachers, and to organize a useful placement service for them. There is a wealth of rural experience available to them through consultation with rural school boards and other rural agencies, as well as with their own experienced alumni. If only this experience could be mobilised and made available to newly trained teachers in the form of in-service guidance, it would result in an appreciable in-service growth of our rural teachers, helping them to develop a broad view of their work and to promote that work both in their own communities and outside.

A good in-service programme, however, must be at once personal and community-centred. It presupposes, on the one hand, a continued vital relationship between the training institution and individual teachers, and on the other, a co-ordination of the efforts of

all teachers, inspectors, institutions and agencies in the whole area towards an organized group attack on challenging community problems and projects. It means that rural teachers, accustomed to use the consultative and field services of the training school, and eager to apply available devices for self-evaluation, will obtain guidance and assistance in the more personal needs of their cultural and professional development. It means also that teachers and other persons promoting rural educational and cultural activities, working in close co-operation, are enabled to get acquainted with the social and economic problems of the community in which they work and to find ways and means for solving these problems and ensuring an enriched community living. The general result of such a form of in-service guidance would be that the rural teacher becomes a part of the rural community and an eager, growing participant in the comprehensive programme designed to meet its needs.

Edward A. Pires

AMERICAN TECHNIQUES OF SCHOOL EVALUATION

IF the concept of democratic education has undergone radical changes in the United States since the turn of the century, the method of evaluating the outcome of that education has undergone even bigger changes during the past decade. The school inspector in America is no longer the supreme authority; the merits and defects of a school are decided by a committee of working teachers and school administrators who go into every detail connected with the running of a school and make recommendations for the improvement of the school in all its aspects. With a grasp of the needs, the problems and the possibilities of a good school in the community that it serves, the Visiting Committee, who have a first-hand knowledge of school problems elsewhere and the professional's interest in improving education, make sound recommendations.

The success of the American School evaluation system has been due to two factors: (i) the schools carry out a self-evaluation before the arrival of the Visiting Committee—an operation that provides them with a wonderful opportunity of understanding themselves in an objective manner, (ii) the schools are really anxious to carry out the recommendations of the Evaluation Committee.

I had the good fortune to be associated with Evaluation Committees in the state of Pennsylvania while I was a lecturer in the University of Pennsylvania between the years 1948-50.

Through the good offices of the School of Education of the University I was invited to serve on three Secondary School Evaluation Committees. Here are some of my experiences with them.

Association of Schools and Colleges

Practically all public schools and colleges in America belong to an Association of Schools and Colleges. For the sake of administrative convenience the 48 states of the country have been divided into six groups with an Association for each. A school applies for evaluation to the Secretary of its Association when he nominates an Evaluation Committee in consultation with the Chairman of the Association. After the nominations have been accepted by the members concerned, they get a letter from the Chairman of the Evaluation Committee in which he gives them general instructions regarding preparation for the evaluation and asks them to assemble in the school to be evaluated on the evening of the day before the one on which the evaluation is due to start. (If this is not possible the Committee meets about two hours before the start of the school on evaluation day.)

This is intended to acquaint the Committee with the school and its philosophy, and it is held, if an evening meeting, after a sumptuous dinner served by the school. The Committee Chairman calls in the Superintendent and the Principal of the school, and they make a statement of the philosophy, that is, the broad aims and ideals

of the school. The Committee members may ask them questions seeking clarification of the points they make, after which the Superintendent and the Principal withdraw. The Committee then hold a preliminary discussion about the philosophy, finalise the arrangements for the evaluation work from the next morning, and conclude their work for the day. The school makes all arrangements for the board and lodging of the members during the evaluation period and pays them a travelling allowance.

Evaluative Criteria

The Evaluative Criteria prepared by the Commission on Secondary Schools lays down in great detail the procedure for school evaluation and the principles which ought to guide the evaluators in their work. The guiding principles for the philosophy of a school as given in the Evaluative Criteria are as follows: "It is essential for each secondary school to have a carefully formulated educational philosophy. The school should be free to determine this philosophy for itself to the extent that it promotes the principles and spirit of American democracy. Each school should be able to justify any marked variation from generally accepted principles. The stated philosophy of education should be associated with, and be made fundamental to the educational programme of each school. This philosophy should be made specific in a statement of objectives. Without such a statement of objectives growing out of a sane educational philosophy, a school leads an aimless life".

Evaluation Committees

Each school is asked to present to the Evaluation Committee: (a) statement as to its philosophy of secondary education in general, and (b) a state-

ment of the more specific objectives of the individual school. The Committee checks and validates the statements of philosophy and objectives against the needs of the pupil population and the community which the school serves; it may also revise or modify the statements of philosophy and objectives, if necessary, in consultation with the school authorities.

These preliminaries over, the Visiting Committee breaks up into area committees that set themselves the task of determining to what extent the school puts its professions into practice and in what way the pupils may need a modified or different school programme. There will be an area committee for each one of the following areas:

- (1) Curriculum and Courses of Study;
- (2) Pupil Activity Programme;
- (3) Library Service; (4) Guidance Service; (5) Instructions; (6) Outcomes of the Educational Programme; (7) School Staff; (8) School Plant; (9) School Administration.

The members of the Committee visit classes, observe students and teachers outside classes and on the playground, look over the school plant and equipments, converse with teachers and pupils in order to know their problems and the nature of their relationship with the administration, examine the work of the pupils and the teachers and examine school records during the school's working hours. As they do so, they make notes on the little notebooks supplied to them. As soon as an area committee think that they have observed enough to form a fair idea of the aspect of the school with which they are concerned, they meet in the Committee's office, compare notes and record their evaluation on the prescribed form. The following is a sample of this evaluation form dealing with the results of the school's work.

Leading Principles of Evaluation

"Since most of the outcomes of education are not easily susceptible of direct measurement, other means must be relied upon for evaluating such outcomes. Observation and study of pupils and of such factors and evidences as the following should be helpful: examinations and examination papers; note books; study habits; conversation with and among pupils; use of leisure; behaviour in undirected activities; conduct in halls and on playing fields and areas; activities during out-of-school hours; school records; teacher opinion; pupil opinion as revealed in conference or by means of questionnaires; parent opinion similarly revealed; carefully kept records of individuals; and other means that teachers find useful. Wherever possible evaluation should be in terms of progress over a period of time, rather than status at a particular time".

A. English—(1) Literature:

Checklist

There is definite evidence that pupils are developing or have attained desirable skills, habits, knowledge, understanding, abilities, tastes, and appreciation in such respects as the following:

- (1) reading and interpreting a variety of literary products;
- (2) evaluating the quality of literary products;
- (3) understanding the relation to their lives of current social problems as revealed in literature;
- (4) enjoying and developing a taste for good literature;
- (5) judging intelligently the current products of the radio, screen, platform, and press and developing a taste for better products of these types;

- (6) reading contemporary and classical authors with increasing appreciation;
- (7) understanding characteristic literary and social trends and movements;
- (8) reading rapidly and effectively;
- (9)
- (10)

Evaluations

- (x) How extensively do pupils read literature voluntarily?
- (y) How well do pupils seem to understand literature and how it is related to life situations?
- (z) How great is their scope of enjoyment of literature—types of literature, number and variety of writers?

Comments

These forms will have been completed by the school staff and administration before the arrival of the Visiting Committee. Items 9 and 10 in the Checklist are left blank in order that the teachers may add any heading if they so wish. Circular brackets are placed on the left-hand side of these questions and the teacher concerned gives his opinion by ticking in these brackets the items which apply to his class. In answer to the questions under the heading of evaluation, he records his evaluations by placing in the circular brackets numbers varying from 5 to 1, 5 indicating very superior, 4 indicating superior, 3 indicating average, 2 poor and 1 very poor. In the light of their observations the Evaluating Committee adjudge the fairness of the teacher's evaluations. They are free to change the evaluations according to their wish. Both the teacher and the Committee may put

down any comments they have on the form.

The area committee reports are submitted according to the plan of work prepared by the Chairman. At the end of the day's work the members return to the Committee's office and hear the sub-committee reports scheduled for the day. Whenever there are doubts or disagreements over some conclusion of a sub-committee, a discussion will ensue and the sub-committee's evaluation may be changed according to the opinion of the majority of the entire Visiting Committee. After a short break for dinner the Committee meet again and work until ten or eleven at night.

By noon on the third day after the Committee begin their labours all area reports come in, and the Chairman prepares a preliminary draft of the consolidated report. Then at a joint meeting of the school staff, the Evaluation Committee (and sometimes the School Board, too) he gives a brief oral report in which he refers to some of the salient points in the Committee's findings. This concludes the work of the Committee.

Chairman's Report

The Chairman prepares a comprehensive report within the next three or four weeks and submits it to the Secretary of the Association of Secondary Schools and Colleges. In the Secretary's office the report undergoes

a thorough analysis and the Secretary sends a report to the school which he prepares out of the materials presented in the Evaluation Committee's report. One interesting feature of the Secretary's report, apart from the recommendations it makes for the improvement of the school, is the visual representation of the results, especially the "thermometers" it contains. These "thermometers" indicate at a glance what level a good school should attain in the various areas of evaluation and what level this particular school occupies by comparison.

The school administration submits the report, in its turn, to the School Board. The school usually makes a genuine attempt to improve itself in the light of these recommendations. Evaluation is made at the request of the school concerned. The normal practice is to evaluate a school once every two years. If the institution is found, as a result of the evaluation, to have the minimum standard which the Association expects of American Schools and Colleges it is accredited. Though the history of evaluation of the type discussed here hardly goes back to the nineteen-thirties, it has grown very popular. To be accredited to the Association of Schools and Colleges is considered an indication that the school offers its students the minimum facilities in accordance with the American concept of a good education.

A. C. Sekhar

THE TEACHING OF PHILOSOPHY IN INDIAN UNIVERSITIES

It is a depressing but growing experience of university teachers that generally the least intellectually alert students take up Philosophy for their post-graduate work. Most students take the sciences; of the rest who take up the arts, the majority chooses economics or politics. Those with an imaginative bent of mind fill up the literature and history classes. Those others with a lazy and confused mind, with a not too healthy weakness for airy speculation and verbalism, frequently enter the philosophy classes.

This is a dismal fact. If there is one subject that demands acuteness and imaginative vigour, it is philosophy. Here, one has to be as subtle as a pure mathematician and as bold in inventiveness as a poet. Plato was right in forbidding his pupils to start philosophy before 30, that is, before they had completed a study of the sciences and the arts. Since we cannot hope to follow this rule strictly, we have at least to see that students of philosophy have some active interest in science and the arts. But the case is just the reverse.

The curious notion that anybody can read Philosophy is unfortunately borne out by the syllabus and the mode in which the subject is taught in Indian universities. We have but to understand and cure this defect, in order to draw good students into our philosophy classes and to recover the lost prestige of this subject.

The following are some useful suggestions to be borne in mind in the revision of the syllabus:—

- (a) It should not be too heavily weighted with the history of philosophy. One paper should be sufficient for the purpose. But even that one paper should not be a factual reproduction of the views of a line of philosophers. It should, on the other hand, be an intelligent evaluation of these philosophical concepts, as and when they were discussed in various schools of thought.
- (b) There should be a compulsory paper for the philosophy of science. The first half of this paper should be devoted to the essentials of the major sciences and their philosophical implications. It need not be a technical paper, but rather one that emphasises the principles rather than the factual analysis of the subjects concerned. The second half of this paper should contain the methodology of the sciences. It may be mentioned, in this connection, that the philosophy of science is now a major branch of philosophy in the West, and there are journals specially devoted to its perusal. Special lectures on science could be

arranged for philosophy students and they could be required to pass certain elementary tests in science in order to qualify for their final degree.

- (c) There should be a compulsory paper for the philosophy of fine arts and religion, in which stress should be laid on the student's appreciation of concrete instances of art-products and religious-texts.
- (d) The paper on logic and metaphysics should be made more topical and less stereotyped. It is quite possible for this year's students to take the question papers of the past ten years and prepare for a fairly reasonable question paper because of the repetition of questions on such topics as realism, idealism and the controversy between the two on a certain issue. If the questions were framed to measure the student's understanding of the problem in terms of his own point of view, it would be more meaningful. In order to encourage students to think for themselves on modern problems and to develop a particular philosophical standpoint, some classical text could be prescribed for critical study.
- (e) There could be an optional paper devoted to some branch or system of philosophy; it could be either the speculations of a particular individual like Plato, Whitehead or Russell, or it could be a system of philosophy.
- (f) There should be a paper set apart for dissertation. Nothing

pretentious is implied. The student should submit a short essay of some 100 type-written pages on some special topic of interest. His capacity for abstract thought, his mode of estimating and evaluating problems, his personal style and power of expression would be measured in this paper. Besides the written papers and the dissertation, there could be an oral test where the student's ready wit, his range of study and his general feelings towards the subject may be estimated.

In so far as teaching methods are concerned, the following ideas may prove useful:—

1. Teaching should never be in the form of mere lectures to uninterested students. It should be more or less of a seminar with the whole group participating under the supervision of a capable teacher. At first an informal talk could introduce the topic of study to the group. Later it could be followed up, if possible, by every member of the group through various activities such as presentation of reports from current journals, summaries of valuable material from established schools of thought, possible modifications of the idea to current thought. Every discussion should contribute to the clarification, or solution, if there is any, of the problem on hand.
2. Every month students should write an essay on some topic which has been discussed in the class. These should be

examined by the teacher and later should form the subject of discussion in the class. Students should be encouraged to enter into discussion and develop or defend, as the case may be, their own points of view. Students should be taught the virtue of appreciating the opponent's point of view and of submitting to it with grace if it proves to be more reasonable.

The function of these ideas in methodology is two-fold. The student learns many things in an interesting and active manner. Secondly, he develops a habit of careful ratiocination. Discussions clarify one's own notions, and even original ideas come to the surface, while a group is actively engaged in discussion.

3. The philosophy student need not be confined to the classroom.

He could be taken out to laboratories, factories, art galleries and museums. Social philosophy, ethical codes and metaphysical issues related to these may be discussed. Poetry and drama may also be read with them. If possible, the classes could be held in the open air, and not necessarily in a classroom.

Unless teachers of philosophy realise the need to renovate syllabuses and teaching methods, philosophy as a subject will become more and more unpopular with the student population; and India, once so rich in philosophy, will be poor in future, if her intelligent men and women no longer have a desire for philosophical thought. It needs only commonsense to see the result of the equation, namely, that such poverty in philosophical thought must ultimately lead to poverty in the life and culture of the Indian nation.

Prabas Jiban Chaudhury

Wonder is the feeling of a philosopher, and philosophy begins in wonder.
Socrates, Plato, Theaetetus.

THE CHILD'S WORLD*

feel greatly honoured by the invitation to preside over this last session of the International Study Conference on Child Welfare. But I must confess that I have accepted this invitation in a spirit of humility, because I do not really feel competent to preside over a Conference of experts like this. This mood is further accentuated by the fact that, on account of my rather heavy preoccupations during the last few weeks, I have not been able to find any time to think over the theme that you have been discussing. I can, therefore, promise to provide only a somewhat indifferent substitute for the gracious and distinguished lady, Shrimati Vijayalakshmi Pandit, who was originally scheduled to preside over this session.

As I was travelling this morning from Delhi to Bombay, I availed myself of the opportunity to look through the reports of some of the important speeches and statements that have been made at this Conference, so that I might be able to avoid repetition of the points already made or, at least, commit my plagiarisms deliberately! Looking through these reports, it seems to me that what I can most usefully do this morning is to highlight a few of the most important points made in some of the addresses and to venture a few comments of my own, which have been suggested to me by them.

Your Conference was opened by the Prime Minister, who has the happy knack of always being able to hit, as

it were, basic issues on the head, whatever the theme that he may be dealing with. In the course of his Inaugural Address, he had pointed out that "ultimately it is the human being that counts and it counts much more as a child than as a grown-up", and further "that the child is more important than the adult". Now, to many persons a statement like that would sound almost platitudinous. Actually, however, that is *not* so. Although men and women of vision and discerning parents and teachers have always known it, the recognition of this truth as an important educational principle, is as recent as Rousseau and, in practice, it is not honoured even now in a large majority of homes and schools. I am afraid, many parents and teachers seem to think that childhood is an inconvenient period and the sooner it is safely over, the better it is for all concerned! Even the psychologists did not, till recently, recognise the real importance of childhood as the period in which the basic foundations of the child's character, mental development and emotional make-up are firmly laid. It is during the first five years that the child learns the elements of speech, good (or bad) manners, habits, attitudes, and acquires most of the complexes and inhibitions which dog him throughout his life. It is, therefore, absolutely necessary that, in planning for the welfare and the future development of the country, we should give a very high priority to providing the right type of education and other environmental conditions for children.

* Presidential Remarks at the last session of the International Study Conference on Child Welfare held at Bombay on 12th December, 1952.

The Prime Minister also remarked, in the course of his Address, that "love for children is a good qualification though not an *expert* qualification for work of child welfare." I would venture to differ respectfully from that remark in the sense that I do consider it an absolutely essential qualification for all laymen or experts, who may be working in this particular field. I feel that service without love is like "salt without savour." Books and experience, on which experts as such normally rely, can certainly provide knowledge, but they do not necessarily give either insight or vision, without which nothing great or worthwhile can, or has ever been achieved. Expert knowledge can certainly build a bridge or an atom bomb but not a human personality, for which love alone can provide the necessary insight. This brings to my mind some beautiful lines from our great poet Iqbal which attractively express this idea of the inadequacy of knowledge for discovering what goes on inside the heart and the mind of the human individual:

"*Khiraḍ say rah-rau raushan basar
ahi.
Khiraḍ Kya hai? Charaghi-rah
guzar hai!
Daroon-i-Khana hangamen hain
kya kya,
Charagh-i-rah guzar ko kya
Khabar hai!*"

Knowledge lights up the path of
the way-farer;

What is knowledge? A lamp by
the road-side!

What are the storms and the
stresses going on inside the
household

Little does the roadside lamp know
about them!

I have not the slightest doubt that persons who have no love for children or for human beings generally should not venture into this particular field of activity. It was further suggested by the Prime Minister that schemes of child welfare should start with the rural areas. That is certainly a very valuable point of *departure*, but I would like to add that this should not mean leaving out the highly industrialized urban areas which, in some ways, are much worse for the development of the child than the rural areas with all their well known limitations. In the rural areas, the child can at least establish some contact with Nature, and with actual practical work done in the farm and the field by his parents, and this enables him to acquire a certain measure of realistic education and valuable practical experience. On the other hand, in some of the highly industrialized urban places these experiences, which are absolutely essential for the development of the child on right lines, are almost entirely absent and, therefore, even under the conditions of good schooling, his education remains lopsided. I do hope that, in all the schemes of child welfare, a proper balance will be maintained between the needs of the rural and the urban regions.

I should also like to utilize this opportunity to stress another fact of crucial significance pointed out by the Prime Minister—that the basic issue in dealing with all problems of national reconstruction is one of removing the widespread poverty of the people and the causes that are responsible for it. He has pointed out that "there was no simpler solution (of such problems) than revolutionising the entire economic structure". It is obvious that we cannot hope to provide adequate food

or clothing or shelter or education or leisure pursuits for our children or adults unless we can eradicate from, or at least, greatly reduce poverty in the country. It should, however, be remembered that "poverty" includes not only poverty in the ordinary economic or material sense, but also what may be called *poverty of knowledge and understanding* from which millions of children suffer just as grievously. That is why not only in our country and in poorer homes, but also in richer homes and well-to-do countries, where material poverty is not a vital factor, children are often subject to influences and psychological treatment which are just as detrimental to their normal growth.

This brings to my mind two very important points that were made by Rajkumari Amrit Kaur, in the course of her Presidential Address. She pointed out that *parents needed self-discipline* to see the child's problems clearly and objectively and to solve them with understanding and sympathy. I am afraid, one of the great delusions from which most parents and teachers suffer is that "they know all about their children." I do not think there is any justification for this complacency on the part of a larger majority of them. The child is Nature's most complicated and delicate creation requiring infinite care, continuous and reverent study and intelligent and sympathetic handling. I am surprised sometimes by the fact that a man shows much greater solicitude for his car or even a petty cigarette lighter than for his child. If something goes wrong with them, he will always take care to consult a specialist, but in dealing with Nature's most delicate creation, he shows a degree of self-confidence that borders on impertinence! The need

for *self-discipline* on the part of parents and teachers arises from the fact that without it they will not be able to deny themselves the luxury of unreasonable impatience and flying into a temper whenever—usually on account of their own ignorance!—they find any difficulty in dealing with children's problems. They are often apt to hide their own incompetence behind unreasoned bluster and to administer various kinds of punishment to children without being able to understand how that is going to react on their mind and their general emotional set-up. Hence the need for patience, good temper and restraint in dealing with children can never be too strongly emphasized.

The President pointed out in her Address that we should enable children to grow up into "healthy men and women, emotionally stable and free from the cramping influence of parochial and national prejudices." These words place the *educational* aspect of child welfare work in the right perspective. There is need for planning the child's environment and activities in such a way that they will contribute to his physical and mental health and give him emotional stability. Such development is only possible in an atmosphere of free activity. In fact, I would go further and say that *freedom*, coupled with *creative and productive work* are the two most essential formative and cathartic agencies in the life of the child (as well as of the adult). If you can find work for them to do, which is congenial and creative, in which they can find self-expression, and if they can carry it on under reasonable conditions of freedom, they will grow into healthy and normal human beings free of many of the complexes

and inhibitions which distort their minds today.

Then, there is this question of "freedom from prejudice," which, from my point of view, is an essential prerequisite for civilized life. There is nothing in the modern world which makes for greater misery and conflicts at all levels—local, regional, communal and international—than the many irrational and unsavoury prejudices which embitter the life of the contemporary world. It is, however, cheering to reflect that the child is originally and essentially a person without any prejudice. He is, if one may say so, an "internationalist", who has no race or colour consciousness. He even treats his pet animals and his dolls as animate beings with whom he establishes the same kind of friendly relationship as he establishes with living human beings. But, unfortunately, our own adult prejudices begin to throw their ugly shadows on him at an early age, distorting his emotions, warping his mind and generally preparing him to become—what a sobering thought!—the kind of adult that we ourselves are. In the interest of child welfare and the welfare of the world as a whole, we must do all we can to protect him from falling a victim to these prejudices and assimilating them into his mental or emotional make-up.

I would like to refer to the remark that has been made by Dr. Kohler of France in his paper that "the child should take his place in the community." What does this "taking his place" mean? If I interpret him aright, it means that he should be given a feeling of security, of belonging, of stability in a world which has well-defined laws and regulations and is inhabited by persons who are reliable

and can be understood by him. The kind of wayward and irrational behaviour which he meets with in his elders, who would sometimes condemn him and at others commend him for exactly the same type of behaviour, is entirely incomprehensible to him. That is one of the reasons why he finds it very difficult to adjust himself to the grown-up world. This world appears to him, in the words of Wordsworth, as a "big, buzzing, blooming, confusion", and it is but the path of wisdom on the part of parents and teachers to try to reduce it to order from the point of view of the young child. In order to achieve this end, there is need for affection—and remember, even that can be overdone, if it is carried to excess and spoils the child—as well as sympathetic understanding. These are the two keys that can unlock the child's world, which is a special world into which one cannot find admittance as easily as adults are apt to imagine.

I recall to my mind in this connection a book that I have recently read which is both eminently readable and extremely significant—entitled "Exploring the Child's World", written by a well-known educationist, Helen Parkhurst. She has devised a very ingenious and elaborate technique for finding admittance into this unexplored world of the child and has come out with some very intriguing as well as sobering discoveries. One remark made by a child, which she has quoted, has been haunting me ever since I came across it. She had asked a child whether he was able to understand the reason why his elders behaved in a particular manner and the child's reply was "No, because, you see, I have never been an adult." The pathetic implication of that remark is that "it is idle for you to expect that I should be able to appreciate the point

of view of the adults, but there is no reason why you, as an adult, should be unable to understand my point of view, because you have been a child". Unless we can retain something not only of the memories of childhood, but also its approach and its point of view, it will be very difficult for us to become successful educationists or child welfare workers.

As I see the world today, I have the feeling that there is not much hope of our being able to build a better life for the present generation, which has been nurtured between two World Wars and fed largely on hatred, fanaticism and false propaganda and has lived under the stress of economic and ideological exploitation. But it is the duty of the nobler spirits of our generation to carry on the good fight in the tradition of Mahatma Gandhi and his many predecessors who were "good fighters" in this cause, and to strive to ensure a happier future for the next generation. For this purpose, our work must start with children. In this work we can take hope from the well-known remark of Tagore that "Every Child, who comes into the world, brings with him the message that God has not yet despaired of man," and find the proper approach in the light of the injunction of Jesus Christ that "if you will enter the kingdom of Heaven, you must be even as a little child". It is impossible for those, who have not had the experience, to realize what wonderful joy there is in trying to bring some happi-

ness, cheer and sunshine into the life of the child. This is really the ultimate reward of the good teacher, the good parent and the good worker in the field of child welfare.

There is one last thought which I would like to share with you, and that is this. Whenever we attend Conferences of this kind, there is one sin which we must try carefully to avoid—the sin of complacency. When we hear a number of good speeches and pass a number of good resolutions, we are apt to think that we have achieved something really worthwhile. I am afraid that is not so. Speeches and resolutions are good enough in their own way if they are a prelude to constructive action, but not otherwise. In fact, they are actually harmful if they lull us into a false sense of achievement. There is, in this world of real causes and real effects, no synthetic, tabloid substitute for hard and continuous work. Unless we can ensure the effective follow-up of all the thinking done here, we shall not have achieved anything of real significance. I am sure you must, in your deliberations, have given careful thought to devising practical ways and means for implementing your decisions or, at least, of ensuring that the need for such action is brought effectively to the somewhat conservative and slow-moving minds of the authorities concerned with this problem of child welfare in the various countries of the region.

K. G. Saiyidain

(This is the third in the series on Indian Education.)

“MY boyhood was devoted to playing *Kabadi*: flying kites, taming pigeons, and attending revels; while later years saw me branded as an Apostate, a ‘*Naturi*’”. This is how Syed Ahmed Khan summed up his chequered life.

Syed Ahmed Khan was born on October 17, 1817, into an aristocratic Syed family at Delhi. Material prosperity, social prestige, and an awareness of spiritual values characterised the atmosphere of his early life. His mother's precepts and examples provided him with unfailing guidance even in his later years. He owed his self-possession and courage to her.

He received the conventional education of his people and times. This included linguistic studies (Persian, Arabic and Urdu) and a rather desultory course of instruction in Arabian Medicine, Astronomy, Mathematics and the religious teachings of Islam. By the time he was 19 he had discontinued formal learning. In 1836 his father died and he was invested by Bahadur Shah with his grandfather's titles. In 1838 he decided to enter the British Service and this decision, taken against the wishes of his family, marked a turning point in his life.

He was first appointed *Sareshtedir* (Reader) of the Sadar Court of Delhi. A couple of years later he was transferred to Agra and in 1841 he was promoted *Munsif* or Subordinate Judge

at Fatehpur Sikri. When he was later posted at Moradabad, he started there a Society for the study of Modern History. In 1862, Syed Ahmed Khan was posted to Ghazipur, where he commenced the first commentary on the Bible ever written by a Muslim. He continued his biblical studies for years and eventually published three commentaries—one on the Bible as a whole, one on the first eleven chapters of Genesis and one on the Gospel of St. Matthew. In 1864 he formed a Translation Society at Ghazipur which was instrumental in getting many English books on history, economics and science translated into Urdu. This society later developed into the Scientific Society of Aligarh. The year 1866 is memorable in Syed Ahmed's life, for he was then transferred to Aligarh, a place which will always remain associated with his name.

In 1869 he sailed from Bombay for England, and, while there, contributed a series of letters in Urdu to the Aligarh Literary Gazette. They show him to have been a shrewd observer of men and things and to have had a keen sense of humour. He was particularly impressed by the efficiency of English Schools and Universities and by the comparatively high standard of education among the masses of the people.

As in Politics, so in Letters he was determined to bring about a closer understanding between East and West.

Fundamentally a rationalist, he advocated 'an assimilation of Western Science and Technology. Progress in the modern sense of the word, he thought, lay primarily through the widest dissemination of knowledge and, by inference, through a speeding-up in the development of Indian languages. During his visit to England in 1869, he wrote: "Those who are bent on bettering and improving India must remember that the only way of achieving this is by having the whole of the Arts and Sciences translated into their own language. I should like to have this written in gigantic letters on the Himalayas for the remembrance of future generations".

He had by now entered the arena as an ethical, political and theological controversialist. He addressed himself in particular to his co-religionists, for they had been the tardiest to adapt themselves to the New Order. By their inflexible adherence to old values and methods they could impede the progress of the entire country. To the great task of their emancipation, therefore, Syed Ahmed Khan dedicated himself.

In 1872 he formed the Mohammedan Anglo-Oriental College Fund Committee. In spite of the 'furore' he had caused by his rationalistic interpretation of Islamic Culture, the response to his appeal for funds was heartening. The opening ceremony of the college was performed at Aligarh in 1875. On his retirement from service in 1876, Syed Ahmed settled down in this town.

The college was intended to make western knowledge accessible to Indians. Conservative hostility towards these ideals, particularly from Muslims, was to be combatted and replaced by a desire to profit by the

example of Europe. The College was staffed by eminent teachers from Britain and India; and one of its distinctive provisions was that it would admit alumni from all places and all communities.

That a man of Syed Ahmed's antecedents should preach the gospel of modernism had at first shocked and distressed many Indian Muslims. But his courage and his persistence bore fruit in time, and he came to be regarded as the accredited exponent of their aspirations. His authority and influence received due recognition in his appointment as a member of the Imperial Legislative Council in 1878, and in his membership of the Indian Education Commission, headed by Dr. William Hunter, in 1882.

He died in 1898. The last years of his life form part of the story of the college he had founded. He had the great satisfaction of watching over the progress of his most cherished ambitions, and seeing the materialisation of his dreams. But the work he had initiated could not be concluded within a single lifetime. The college developed into the Muslim University of Aligarh in 1920 and is now an important part of the Educational system of Free India.

Great educational reformers require no epitaph. But the pronouncement of C. F. Andrews on Syed Ahmed Khan is worth recording as that of a detached observer on an Indian educationist: "There are few more impressive facts in modern history than the conversion of a great people in a single generation by the steady pressure of higher education combined with the influence of a commanding personality".

H. H. Mosavi

EDUCATIONAL PLANNING IN FRANCE

THE ravages of World War II and of the occupation of France had a profound effect on the country and new and intricate problems came up for solution in various fields, and particularly in the field of education. The physiological and psychological effects of war on the youth of the country were marked and the moral degradation of defeat brought in its trail the most serious consequences. With the dislocation of family life the normal background of the child was broken. The number of juvenile delinquents soared. The moral rehabilitation of the great mass of French children was a formidable task and a task to which France addressed herself soon after her liberation.

Classical Education—Its Limitations

The French people began to think that the traditional system of classical education was to some extent responsible for the collapse of their country. Even during the war a small group of reformers condemned the existing system of education because it did not aim at developing the entire child personality. After four years of humiliation and suffering many people thought that an attempt should be made to solve the problem of ensuring to every child the type of education best suited to him. Various educational organizations sprang up and their action was promoted by measures taken by the Ministry of National Education for the educational reconstruction of the country. New plans were set out at the Educational Conference of Algiers in 1944

but there was a great mass of opposition to these plans. Consequently, in 1945 the first post-war government appointed a new commission presided over by Paul Langevin, the famous scientist, to draw up a plan for national education. Langevin himself and other members of the commission were constructive patriots in education (whatever their stand in politics) and all post-war educational developments in France owe their origin to the Langevin Report that is pregnant with new ideas and plans.

Two Types of School

First and foremost, the Report recognises that every child has a right to education. As a result, primary education was made compulsory and free for all children of school-going age. But not all these children could or can hope to proceed beyond the primary stage; and a distinction based on social and economic origin existed, and exists at present, to some extent between these groups of children. Thus, two types of school, the primary and the secondary, have originated in France. The primary schools for pupils of age range 6-14 years cater for the needs of the masses—people of the first category. The secondary schools are meant for pupils of the age group 11-18 years (or in some cases 6 to 18 years) and serve children of those families who have the necessary financial resources for this longer course. The Langevin Commission believes that there should be some sort of selection at the secondary school stage, but that this selection



should be based on the capabilities of the student and not on his parents' status and/or their purse.

System of Selection

This criterion demands that the curriculum at the secondary stage of education should be so planned as to be able to discover the special aptitudes of each individual learner. Thus, a system of selection and guidance functions at this stage of secondary education which, according to the Langevin plan, has to last for all children from 11-18 years. Side by side with the basic subjects, the curriculum has made provision for a wide range of optional subjects which may be called 'testing benches'. The first four years (11-14) is the 'period of orientation'. At the end of this cycle it is possible for the parents or the teachers to choose successfully a branch of study best suited to the pupil. The first two years of this period are devoted chiefly to testing the manual and artistic abilities of the child. This four-year course also leads to a selection between pupils who will go in for vocational training and those who are fit to continue their studies up to the *baccalauréat*, awarded at the end of the secondary school course and beyond. During this early stage of secondary education pupils work in accordance with their own speeds and options as revealed by individual tastes and abilities.

Classes Nouvelles

The *ecole unique* for 6 to 18 years envisaged in the Langevin plan so as to afford the same opportunities to all children in various forms, has yet to be realised. Consequently, parents have to face the problem of selecting their children at about the age of 11 for secondary education. For this a system of entrance examination has

been introduced and pupils are graded accordingly. But this method of selection by examination embraced only a small percentage of the student population and was far from achieving the desired object. As a result, in 1945 the reformers started a scheme for the *classes nouvelles* for first year entry to the secondary school course, and brought into it the technique and principle of New Education in the U.S.A.

These classes are the laboratories in which the child is studied to reveal his faculties and abilities. Great attention is paid to the full development of the child as a whole man and a close collaboration between the parents and the teachers is maintained. The classes are small—the maximum number of pupils in a class is 25. The number of subject teachers per class is reduced—usually one master for literary subjects and one for scientific subjects. The discipline is more autonomous and more social; and the work of teachers is closely co-ordinated by having weekly staff meetings. This new experiment takes into account the psychological factor and attaches great importance to the child's record. The teachers and the students act more or less like volunteers. In fact, these classes endeavour to discover the form of development best suited to the particular child, and pave the way for a successful educational career. Most classes have ceased to exist since October, 1952, but a few of them have been retained by the Ministry of National Education as 'pilot classes'.

Secondary Technical Education

There has been reconstruction at practically every stage of French education, but a profound and evident change has occurred in secondary technical education imparted in the

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ART IN CHILD EDUCATION

IN recent years children's art has engaged the consideration of educationists and psychologists for a variety of reasons. Now-a-days psychiatrists encourage neurotic children to "draw out" their aggressions, repressions, or fears. Teachers, armed with the principles of child psychology, find in children's drawings and paintings a key to understanding the developing personalities in their care. Children's art has ceased to be regarded, as it was in the 19th century, as a conventionalized technique to be mastered by a child in much the same way as he masters the multiplication table. It is now valued as a vehicle for individual expression.

Much credit for this new emphasis must go to the scholarly researches of such people as Vienna's Professor Franz Cizek at the turn of the century and to the more recent work of such individuals as Victor d'Amico, educational director of New York's Museum of Modern Art, and W. Viola, A. S. Neil, and Herbert Read in England. The latter's *Education Through Art* is indispensable to anyone seriously interested in the field of children's art. We must also welcome such contributions as Gay Hellier's recent volume, *Indian Child Art**, which suggests practical application of the theories of Read and others and which should contribute towards a progressive approach to art instruction in Indian schools. (A fairly good bibliography of the pioneer work on the subject of children's art is included in Miss Hellier's book.)

International Children's Competition

Quite as important as the work of scholars and educators, however, are undertakings such as Shankar's annual International Children's Competition. A careful study of Shankar's most recent exhibition (from which the paintings on these pages are

reproduced) or of his *Children's Annual* will be at least as instructive to the perceptive teacher as a theoretical study of children's art.

Shankar's exhibition as a whole is a vindication of the thesis that the children of the world speak a common language, and that if there are a variety of accents they only enrich the language. Further, that the art of children in general follows a common line of development—except possibly where a country's traditional mode of expression (Indonesia's highly stylized line-drawings of gods and demons, for example) is imposed as a model from the time a child begins to draw so that individualized expression is inhibited.

Boldness And Freedom

Even if one had never heard the name of Herbert Read or his distinguished colleagues, one would deduce from an exhibition like Shankar's that the work of pre-adolescent children is characterized by boldness and freedom in the handling of form and colour. Usually the child between the ages of five and ten is chiefly concerned with the immediate translation of his experience into paint. He is very little concerned with the correspondence of his work to any objective reality.

At these ages, painting and modelling are primarily a subjective experience for the child. How he feels about an experience is more important to him than whether the components of the experience are recognizable and realistic. As a result, the work of young children often exhibits more emotional content and force than that of adolescent children. For example, a six-year old's painting of a train will convey that for him the train is *big, black, rushing, exciting*; whereas an older child with his sharpened awareness of the world

*Geoffrey Cumberlege Press, 1951. Rs. 5



AN

IN THE RAIN

Yuri Nagano (Age : 5 years)

E

KINGS AND SHEPHERDS AT THE MANGER

Michele Clarke (Age : 7 years)





TURKEY

WATER FRONT

Oguz Kahan (Age : 12 y)

INDIA

SELF PORTRAIT

Usha Pasricha (Age : 12 y)



about him, may strive for exact representation of the engine, and in the process lose the original emotional content of the experience.

Adolescent Art

In attempting to relate his vision to external reality, the adolescent artist forfeits some of his previous freedom. For most children adolescence is a period of emotional insecurity, and the majority will seek refuge in conformity. Their art will be more restrained and make their subject-matter conventional; their paintings become less subjective. In concentrating on the objective aspect of their subject, their paintings often become finicky and labour-ed. Instead of painting directly, many children will insist on drawing painstakingly in pencil first, with much erasure, and subsequently colouring in areas with careful attention to making edges meet. The process may become long and involved, and the results will lack spontaneity.

At this point, when technical proficiency is the child's main aspiration, there are two hazards to his further development: (1) he may achieve a certain degree of technical skill and be satisfied with that, or (2) he may not be able to attain the technical mastery to which he aspires and become discouraged with the whole process.

A great majority have fallen victim to the first hazard, and their paintings are merely competent renderings in conventional techniques. Those who have fallen a prey to the second hazard are, of course, simply not represented. Others who have negotiated the tightrope of adolescence show not only technical mastery of their medium, but also an emerging individualism in the treatment of form and content; their paintings have mood and meaning and a promise of development to come.

The above observations naturally apply to the development of the average child—if such a creature exists. The exceptional child will follow his own line of development; at six or seven he may be highly disciplined; at 13 or 14 he may have a complete disregard for realism and may gain

control over his medium without sacrificing spontaneity. Succumbing to the editorial temptation to publish outstanding rather than mediocre work, the four paintings reproduced on these pages are in one way to another exceptions to the norm for the ages represented.

Problems for the Art Teacher

The only point in discussing development in general terms at all is that teachers may know what to expect of the average child at various ages, and also how to recognize the unusual child so that appropriate guidance can be given to both types of students. At every stage of a child's development, *guidance* rather than instruction should be the keynote to the teacher's role.

The question remains as to what sort of guidance the teacher should offer. The new concepts of children's art seemingly imply a long list of "don'ts" for the art teacher, almost no "don'ts" for the students. "Give the student a free rein, and don't interfere" would appear to be the primary dictum. The teacher is admonished in all instances not to impose his will, tastes, styles, or techniques or anyone else's for that matter, on the child. The teacher is left with the much more difficult and rather vague assignment of attempting to assess each child's individual intention and encouraging him in his work.

A few practical suggestions to implement the teacher's new role might be in order. For children between the ages of five and ten, the teacher should make available the materials that enable a child to make the best use of his assets at that age. Large sheets of paper, poster paint, and large crayons will facilitate the child's achieving the bold free expression his instincts dictate.

Large Pieces of Paper

The best work from *Eire* was done by younger children who had been given pieces of paper to work on, often the backs of discarded football posters or wall paper; their paints were inexpensive powdered

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ADVENTURES IN BASIC EDUCATION

THIS article is a brief account of a few experiments in Basic education that we have made at the Vidya Bhawan Basic School, situated four miles away from Udaipur City, within easy reach of about five or six villages.

Special Local Conditions

The rural population is generally backward. Most of the villagers have never seen or travelled by a railway train. Primary education is not compulsory here and the people do not quite see what good education can do their children except to alienate them from their background. Very often education enables a boy to run away to Ahmedabad or Bombay to become a domestic servant or a day-labourer. The people are extremely poor, their average daily income ranging from 12 annas to two rupees. Indeed, many families, already on the verge of starvation and nudity, would actually have to go without food and clothing altogether, if the children did not eke out their parents' meagre earnings with their own work. Moreover, the period of eight years for a complete Basic education course is too long for poor parents who need their children to tend the cattle, bring fuel from the hillside or take village produce to town for sale. Because of these local conditions, Mahatma Gandhi's original Wardha Scheme has had to be modified in several respects in the interest of the school's existence.

Self-supporting Aspect

When Mahatma Gandhi wanted to make the Wardha Scheme self-

supporting by selling the articles produced by children for the upkeep of basic schools, he was thinking of relieving the state of at least a part of its financial burden. He was not thinking of the poor parent in a backward area where the mere fact of sending a child to school means depriving the family of useful work or part of its income. Moreover, within a few years of the establishment of the school, it was realised that children do not continue to take a keen interest in craftwork purely from a natural constructive urge. They soon begin to realise that craftwork outside the school brings money; if it does not do so, it is not worth their while. Both children and parents are incapable of understanding the educative value of craftwork or of thinking in terms of the future when the child, after mastering a craft, will be able to earn his living more easily. To most of them crafts must bring in money immediately; otherwise they serve no purpose.

Under these circumstances, it was thought better not to make use of children's earnings for the purposes of the school but to allow them to utilise their income from the sale of their articles for their own further education and other approved needs. Initially a parent has to spend a small amount of money which incidentally tests his seriousness concerning his child's education; later, he has nothing else to do except provide food and clothes for his child which he has to do in any case. No child is allowed to spend his whole earnings at once,

but a certain percentage of his yearly income is reserved for use in the next year when, with promotion to a higher class, his expenses are bound to increase. This is a very necessary arrangement to prevent premature withdrawals of children from the school.

The school has a children's bank where students' earnings acquired through their craft products are deposited. An account is kept of each child's earning and expenditure. Both the child and the parent are pleased as the child's deposit in the bank increases. The child is allowed to withdraw money from the bank only for his approved needs. The withdrawals are naturally larger as the student reaches the higher classes. The balance is paid to each student only when he has completed his entire course of basic education. It is very often the case that a student returns home with more cash and material than the parents invested as initial expenditure.

The great merit of this system has been that there has been small inducement on the part of parents and students to stop their studies in the middle of a course. The method is thus calculated to avoid the appalling waste in primary education of which the Hartog Committee and others have repeatedly complained. This method is all the more necessary as long as basic education is provided on a voluntary basis. Indeed, even after the introduction of compulsion, such pecuniary assistance to poor pupils as the Vidya Bhawan Basic School provides, will be helpful. Moreover, a compulsory scheme can be successful only if it takes people's genuine difficulties adequately into account.

The 'Niyojit Seva' (Assigned Service) Scheme

In order to bring home to students the dignity of labour more forcefully than mere craft work can do, we have had what is known as the Niyojit Seva Scheme. All the work that is done by the peons and clerks in an ordinary school, is done at the Vidya Bhawan Basic School by the students themselves, with the assistance of their class teachers. Each class, according to its age and mental development, is entrusted with certain responsibilities, such as keeping the school premises clean, running the children's bank and the class libraries, ringing the bell, repairing the bridge over the canal which divides the school buildings into two parts. The duties are assigned in the form of little projects and become a regular part of the school's curriculum. Besides being of great educative value, this plan substantially reduces the cost of running the school.

Again, this scheme has almost removed the problem of discipline from the school. The students have now begun to realise that indiscipline on the part of one boy or class interferes with the efficient discharge of duties assigned to another boy or class. If a fourth class boy steals tomatoes from the fifth class farm, a fifth class boy may retaliate by doing much greater damage to the fourth class farm. The students have thus come to realise that indiscipline, like a chicken, comes home to roost.

The Problem of Untrained Teachers

As suitably qualified and trained teachers for the Basic School were not available, and it would be too expensive if they were invited here

from other parts of India, we had to devise a plan which would enable even untrained matriculates and non-matriculates to work efficiently. Only the headmaster is a graduate with a training in basic education. The other teachers are, for the most part, untrained. For some days before the beginning of each session the headmaster explains to his colleagues the essentials of the technique of basic education. Then during the session each teacher is required to prepare his lesson-plans in advance and discuss them in the staff council meetings several times a week. The lesson-plans are thus improved with the help of the headmasters and senior teachers. If the headmaster discovers a mistake, he explains it to the teacher concerned after the class is over. The teachers who have been on the staff for four or five years do not need any guidance from the headmaster, but are able to help him in training new teachers who replace those who leave. Thus, the school also serves the purpose of training teachers in basic education during the actual process of running a school.

Text Books

In ordinary schools text-books are a serious problem. They change too often. They are not available in time for the school session. Then, all the boys do not buy them at once. The result is that instruction suffers. For several weeks, very often for months, at the beginning of each session, regular teaching is not started by the teachers. At the Vidya Bhawan Basic School we have tried one or two methods to improve this situation.

At first we abolished all books for boys, but made them available to teachers. The latter prepared the

lessons, discussed their lesson-plans in the staff council meetings, and gave them to the boys. Although the level of student attainment in knowledge did not fall after the abolition of text-books we felt that this plan was undesirable. The boys could not go ahead independently without some books to guide them. We, therefore, prepared a list of suitable books for each class and secured an adequate number of copies of each text. At the beginning of each session now, these books are issued to each boy and a third of the original price of the books is charged. The money is not paid by the parents, except at the initial stage, and it is recovered from the children's accounts in the children's bank. The books are returned to the class libraries at the end of the year. We reckon that in three years' time the price of the books is recovered. Many books can still serve for an additional one or two years. With the help of this additional money more books for the class library concerned are bought. All class libraries now have quite a number of books.

The advantages of this system are obvious. Books are available in time to every boy of the school. They are provided at a very low cost to students. As these books have to be returned to the class libraries at the end of each year, the boys keep them carefully and do not generally lose or spoil them.

The Problem of English

In one respect we have had to consent to a compromise. Our students, after completing their basic education course, did not find admission to the ordinary high schools, because they did not know English which is a compulsory subject there. Even the

Vidya Bhawan High School could not admit them. When Gandhiji eliminated English from Basic Schools, he intended coincidentally to reorganise the entire educational set-up of the higher institutions in the country. But as long as higher institutions are not reorganised, the lack of English is bound to present a serious problem to the basic schools. Many students did not seek admission to the Vidya Bhawan Basic School for this reason. We had, therefore, to add English to the school curriculum at the senior stage. Some of the students who have completed their new basic education course are now studying at the Vidya Bhawan High School and elsewhere.

School and Community

The school has also made a notable advance in integrating itself with the life of the community around. The villagers have willingly cooperated with the school staff and the boys in repairing the tracks leading to the surrounding villages. The school from time to time also organises various functions that the villagers are invited to watch and to partici-

pate in. At such functions instructive dramas, specially prepared for the occasion, are staged by the boys. The students' work in crafts is exhibited.

In case of serious illness or of an outbreak of an epidemic like cholera, the school staff procures medical help for the villagers from Udaipur City. The students willingly pay a part of the expenses so incurred from their earnings deposited at the children's bank. After 11 years' hard work the villagers have begun to regard the school as an institution working in their interest.

These are some of the ways in which we have tackled problems of basic education in a backward area inhabited mainly by the Bhils and lower caste Hindus. Because of our special difficulties, we have had to modify the original Wardha Scheme. This demonstrates that the original scheme is not to be regarded as an unchangeable, final solution to national problems, but as a very good tentative plan to be changed and modified in the light of new experience and local conditions of a special nature.

Bhagwan Dayal

Education Today

The Government of Bihar have appointed a 12 member Basic Education Committee, under the chairmanship of Shri K. G.

Basic Education
Committee

Saiyidain, Joint
Educational Ad-
viser to the

Government of India, to enquire into the working of existing primary and middle schools. The Committee will also examine social educational schemes and experiments of the state.

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Eight Sub-Inspectors of schools attended the Orientation Course at Haringhata for the Community Development Project.

Education in
Bengal

A sum of Rs. 17,500 was sanctioned by the Government of Bengal for the organisation of the Annual Training Camps at the Bannipur Basic Training College and Kalimpong for about 200 Social Education Teachers. A Community Recreational Centre with amenities for Social Education, a Village Library and so on has been opened in Kalanabagra village in Burdwan District.

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To introduce fair distribution of the Government open-merit scholarships between urban and rural students, the Government of Bombay has passed

Government Open-
Merit Scholarship

orders that scholarships for the Secondary School Leaving Students, reserved for intermediate communities, be thrown open to all classes. However, to prevent maldistribution of the scholarships the Government have decided that two-thirds of them be specially reserved for rural students.

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A separate class for teaching Graphic Arts has been introduced into the Drawing and Painting Section of J. J. School of Art,

J. J. School Classes

Bombay. Staff
members of the
Fine Arts Section

and students of Advanced Art Classes deliver lectures on the history of art once a week. The School of Applied Art took part in many extra-curricular activities at recent conferences at Bombay and Delhi.

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The protective and preventive parts of the Bombay Children's Act, 1948, have been extended to the railway and town areas of

Juvenile Delinquents

Miraj, Madhav-
nagar, Budghaon,
Vishrambag, and

Wanlesswadi. A Juvenile Aid Police Unit has been organised in Greater Bombay to assist the work under the Bombay Children's Act. A special posse of women police helps the girls coming under the Act. Two juvenile

courts have been established at Bara-mati and Baroda to try cases of children from these areas.

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The International Study Conference on Child Welfare was held at Bombay from 5th to 12th December, 1952.

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The formal opening of the National Library in its new home at Belvedere, Alipore, was performed on February 1, 1953. The Governor of West Bengal, Dr. Harendra Coomar Mokerjee presided. The opening of the new Library synchronised with the occasion of the Golden Jubilee celebrations of the Library.

National Library,
Calcutta

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The Central Government have sanctioned the award of nearly 6,000 scholarships of about Rs. 30 lakhs, for the year 1952-53, to help raise the cultural and educational status of the Scheduled Castes, Scheduled Tribes and Other Backward Classes in India. The award is intended to open new avenues of economic and social progress to these classes.

Central Scholarships
for Scheduled Castes
and Tribes

The Central Ministry of Education has issued a brochure entitled "Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes", (6 as.) presenting the all-India picture of scholarships and other amenities for backward classes in different states.

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In pursuance of the scheme to provide training facilities in educational statistics, the Central Ministry of Education organised a three weeks'

course—the third in the series—for the benefit of the nominees of some of the universities in the country from 2nd to 20th September, 1952.

Inaugurating the course, the Joint Educational Adviser Mr. K. G. Saiyidain, while impressing upon the nominees the importance of reliable and up-to-date data, cautioned them that the collection of data in all fields of statistics should not be viewed as a mere mechanical activity, but as a vital part of wider social work. He added that the collection of statistics was not an end in itself but the means to achieve certain important ends like the formulation of policies in various fields.

Third Short Course
in Educational Statis-
tics

The course of instruction included the teaching of fundamentals of statistics, preparation and discussion of statistical forms used in this Ministry, graphical presentation of data, scrutiny of returns received from colleges and universities, consolidation of data and practical compilation work. Although the programme was a varied one, special emphasis was laid on the correct filling and checking of the forms used by colleges and universities in supplying information.

The uses of various mechanical devices such as calculating machines, statistical tables, Hollerith Punchers and Verifiers were explained to the trainees.

To make the candidates familiar with modern educational trends in India and abroad special lectures by eminent persons were also arranged.

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Convened by the Central Ministry of Education, a conference of professors

of English from 29 Indian Universities was held at New Delhi in January, 1953,

Teaching of English to consider the future of English Education in India. Inaugurating the

Conference, Prof. Humayun Kabir, Additional Secretary, Central Ministry of Education, requested the assembled delegates to consider the extent to which new techniques for learning foreign languages could be adopted in India. Mr. K. G. Saiyidain, Joint Educational Adviser, Central Ministry of Education, stressed the necessity of planning shorter, but more intensive courses, of English in schools as the time allotted to the study of English was going to be brief. The Conference later divided into three Committees.

The Central Institute of Education, Delhi celebrated its Foundation Day on 19th December, 1952. The proceedings opened with a short speech by Prof.

Delhi's Central Institute of Education

Humayun Kabir who praised the achievements of the Institute during the five years of its existence. The

Institute has been a centre for educational research and has served as a model for the country.

In his inaugural address Shri Shankar Prasad, Chief Commissioner, Delhi, observed that an acute problem that educationists face today is the problem of indiscipline amongst students. This could be tackled by greater contact between teacher and taught, and by providing recreational and cultural activities for students in their leisure hours. He called upon teachers to harness their theoretical knowledge so as to solve the practical problems facing the country.

Celebrations concluded with a colourful pageant of Indian folklore presented by the students of the Institute. This included legends drawn from various parts of the country.

In connection with the celebration, the Institute organised an educational exhibition which included exhibits of teaching material in various subjects, audio-visual aids, the story of book production and other items. The story of book production was a specially interesting feature. It began with the many raw materials that go to make paper, and traced the development of a book through printing and the various stages of binding. Some finished products and rare manuscripts were also exhibited.

In the Five-Year Plan, education is regarded in the main as a part of the national effort. A sum of Rs. 155.66 crores, which is 7

Education in the Five-Year Plan

per cent of total expenditure on the Plan, has been

allotted to educational development. Out of this provision, Rs. 39.02 crores will be spent on the educational development of the Centre and Rs. 115.98 crores in the State.

Immediate reorientation in the present educational system is envisaged. Most of the expenditure will, it is expected, be utilized for purposes of research and experiment at different levels.

It is proposed to set up in each state at least one complete unit of basic education to carry on research in educational methods, to develop school-community centres and to provide facilities for the production of literature and audio-visual aid. The number of

primary schools is expected to increase by 17 per cent and the number of pupils by 25 per cent; Junior basic schools will increase by 22 per cent and the number of pupils by 81 per cent; secondary schools by 18 per cent and the number of pupils by 32 per cent.

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A two-day conference of representatives of 27 Indian universities, convened by the Central Ministry of Education to study problems relating to the teaching of Hindi, opened at New Delhi on January 20, 1953. This is the first time that a conference of teachers of Hindi from Universities has been convened.

Hindi Teaching

The Conference was inaugurated by Prof. Humayun Kabir, Additional

Secretary, Central Ministry of Education. Prof. Kabir made the plea that the development of the regional languages of India should be borne in mind. He also emphasised the need to retain English in some form for international communication and for easy access to scientific knowledge.

The Committee, formed after the Conference, will study questions relating to the place of Hindi in schools; deal with the duration and content of Hindi courses in colleges and with the preparation of model syllabuses; it will consider the special problems connected with the teaching of Hindi to non-Hindi speaking persons and the training and qualifications of teachers of Hindi. It will also study the question of promoting Hindi by means of research and publication programmes.

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The Government of India have sanctioned a recurring grant of Rs. 67,659

and a non-recurring grant of Rs. 152,551 for general educational development;

Rs. 9,754 and

Hyderabad Community Project

Rs. 102,794 recurring and non-recurring grants, res-

pectively, for the development of Social Education in the three community project centres of Hyderabad. The scheme covers the implementation of Basic Education in all primary schools, opening Adult Education classes and establishing Basic Training School at Yermarus. Every project is provided with a Chief Social Education organiser with two assistants and a mobile cinema van for the propagation of social education through visual aids. An act has been passed to introduce compulsory primary education.

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The Teachers' College, Mysore, conducted a study project on U.S.A. in the months of December, 1952 and January, 1953. The Project was intended apart from acquainting them with project technique, to widen the mental horizon of the pupils.

Mysore is shortly to have an "Academy of Art".

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42 more Co-educational Primary Schools, sanctioned under the Five Year Development Plan have been started in the Patiala and East Punjab States. 16 Lower Middle Schools have been raised to Middle Standard and two Middle Schools up-graded to the High Standard.

The number of Adult education centres rose from 720 to 800 during the last quarter. Pamphlets regarding adult education were distributed among

teachers. Sessions for Normal class and B.T. class at Faridkot have begun to function.

Repudaman College, Nabha, maintained a Land Army Squad of students called "Auxiliary of the Land Army".

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The Delhi Public Library was established in October, 1951 as a Pilot Public Library Project by Unesco in collaboration with

Delhi Public Library

the Central Ministry of Education.

It is intended to serve as a model for Public Library development in India and in other under-developed countries. The Library has Lending, Children's and Social Education Departments. Besides supplying books and other reading material, the Library serves as a Community Centre for popular education, specially for neo-literates and children. The lending department maintains two reading rooms. The children's department organises film shows, story-hours and other activities for children. The Social Education department seeks to introduce the use of books by its members through cultural activities, like study circles, dramas, discussions, debating and film groups, society of elders and film critics groups.

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The Punjab Government awarded scholarships totalling Rs. 3,438 to 39 Harijan students, making a total award of Rs. 150,958 in 1951-52; sanctioned a sum of Rs. 354-8-0 as examination fee and fee-concession

News from Punjab

to the Harijan and Backward Sikh

Castes, thus raising the total grant in the year to Rs. 249,972-7-0. A sum of Rs. 210,478 was sanctioned for displaced

students in the form of stipends and scholarships, making the total expenditure in the financial year aggregate Rs 352,413-5-0.

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Cadets from the 8th Punjab Medical Company N. C. C. and 1st Punjab Battalion, N.C.C., Amritsar, secured second and third place respectively in the National Shooting competition at Delhi.

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In the last two years 700 libraries have been added to the existing number of 50 in rural areas of the East Punjab. The expansion of the

East Punjab Libraries

Library movement is the result of the

combined effort of local bodies, private organisations and the Education and Public Relations Departments of the State Government. In an effort to make the people library-minded, the State Central Library Committee has set up branches in villages.

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Presiding over the annual Basic Education Conference at Sevagram, the Prime Minister, Mr. Nehru, declared

Rural University at Sevagram

open the rural university which forms the foundation stone of the

Basic Educational Structure commenced by Gandhiji 14 years ago. The Educational Programme of the university will be organised around basic national needs. This rural university seeks to bring about a co-ordination between the various rural service activities of the state, the need of which has been emphasised by the Indian University Commission.

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A day is earmarked every year for the celebration of Social Education throughout India. Its principles are propagated through *prabhat pheries*, Magic Lantern Shows, Dramas, Cultural Shows, Broadcasts, Press Articles and Social Education Classes.

**Social Education
Publicity**

Teachers and students give practical demonstrations of cleaning village lanes, digging compost pits, reclaiming derelict tanks, tree planting, construction of roads and agricultural extension work. Donations raised in the form of books and money in both urban and rural areas are utilised to promote the literacy campaign.

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The Government of Ajmer have re-orientated Social Education programmes in the State. Village teachers have been entrusted with Social Education work as part of their normal duties. About 1,000 teachers are conducting literacy classes, on a no-extra-allowance basis. To lessen the burden of extra work, duty hours in the school have been reduced by one hour.

Social Education

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In Assam, 800 newly established Social Education Centres are now functioning satisfactorily. Social education booklets, primers and posters have been distributed in the Sarupathar and Jorhat Community Project centres. Hook-worm campaign, started in December at Kamargaon, has attracted a large rural population.

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A new feature of the Directorate of Education, Uttar Pradesh during the quarter ending December, 1952, was the

organisation of a series of public lectures on psychological topics for the benefit of parents and teachers.

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The Third National Seminar on the preparation of literature for neoliterates, organised by the Indian Adult Education

**Seminar on Adult
Literature**

Committee, was held at the Jamia Millia, New Delhi.

The Committee has been working with consistent endeavour at a medium of instruction which will attract and hold the attention of illiterates and neoliterates.

Dr. Frank C. Laubach, an American expert, advised the Committee on methods of imparting education to adults through the use of specially devised charts: the art of Simple Writing, Illustrations and their place in literacy material and information on agriculture.

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The code of moral behaviour in higher secondary schools and intermediate colleges is receiving attention in Uttar Pradesh. It has been suggested that righteous conduct, exemplary behaviour, selfless service, interest in cottage industries and farming are being awarded marks which will be recorded in a student's record of work.

**Moral Behaviour
Marks**

The marks so earned by a scholar will create a suitable fund from which he may apply to withdraw marks so as to make up for the deficiency, if he fails in one or more subjects at the annual promotion examination. In the case of a scholar who passes in every subject

these marks will be added to his aggregate of marks.

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The Government of Vindhya Pradesh has exempted Scheduled Castes, Scheduled Tribes and Other Backward Classes from the payment of all dues in educational institutions. 34

Facilities for Backward Classes

night schools have been opened in the State, to provide special educational facilities for students of these classes.

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THE FOREIGN SCENE

The American Association of University Women proposes to spend about \$123,000 on scholarships and residence expenses for 54 women students from foreign countries.

American Foreign Scholarships

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Nine midwestern Universities (Universities of Indiana, Kentucky, Louisville, Dayton, Miami, Oxford (Ohio) Ohio State, Ohio (Athens), Cincinnati and Xavier (Cincinnati) have established the

Television Council in American Universities

Allied Universities TV Council. The main purpose of the Council will be to act as a laboratory for TV Educational ideas, inspire and aid local educational telecasters and establish a centre for educational TV information. Its main purpose is "to come to a lively appreciation of, and experience in dramatic educational values".

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Britain's Royal Astronomical Society's Gold Medal—Society's premier annual award—has lately been awarded to an Indian, Professor Subrahman-
yam Chandrasekhar, for his contributions to mathematical astrophysics.

Indian Wins British Medal

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A debating team of three British University graduates arrived in Bombay in the month of January for a ten-week tour of Universities in India, Pakistan, Ceylon and Singapore. The team's itinerary includes visits to Bombay, Poona, Madras, Calcutta, Lucknow, Delhi, Jullundar, Ludhiana and Amritsar.

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The Desert Research Institute of Egypt at Cairo tackles floral, faunal and mineral problems of the desert area. The Institution aims at a many-sided scientific study of the desert. It sponsors Scientific missions to foreign countries and enlists the aid of individuals and associations. Scientific museums, libraries, debates, lectures and conferences are organised. A periodical is published recording the scientific activities undertaken in the desert zone.

Desert Scientific Institute at Cairo

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A conference of African ministers, directors of education, administrators, teachers and mission leaders with British educationists and colonial officers was recently held at Cambridge. The Conference confined itself to discussing how best to give

Education in Africa

Africans the kind of education they most need and desire. The Conference implicitly recognised that Africans ought to be responsible for their own education. There was, however, the difficulty of arriving at "a real measure of local control and responsibility" for education, while African local government is still in its early stages.

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That "Tuition fees in all Vocational schools under the South African Union Education Department will be abolished" was recently announced by Mr. J. H. Vibjoen, the South African Minister of Education.

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A radical change has taken place in the philosophy of education in Egypt with the collaboration of the Government and other private organisations.

In the year 1951-52, 382,362 men and 58,149 women attended literacy classes. 15 branches of Public Culture Institutions gave instruction in Art, Mechanics, Vocational Guidance, Languages, Journalism, Librarianship, Domestic Science and Commerce to 15,707 students.

Young People's Clubs were started at Cairo and in the provinces to promote cultural activities. The School Social Work Department of Egypt gives training to school children in social activities.

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Two international Seminars sponsored by Unesco were held in 1950 and 1951 at Brussels and Sevres respectively. The seminars recommended the global improvement of

History Text Books
Need Global Slant

the substance and teaching methods of History text books. It was suggested that to make history really international, more emphasis should be placed on the history of civilization than on political and military history.

The historians assembled at the seminar emphasised that in order to write History text books, competing political and social ideologies of the world should be treated in their broad perspective. Proceeding from an awareness of its immediate surroundings, the young mind should have a wider recognition of international developments; and, the global view need not exclude the local picture or the national pattern.

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Attended by 558 delegates from 64 countries, the International Conference in Defence of Children was held at Vienna from 12th to 16th April, 1952.

Reports were read out on child conditions in various countries.

According to the U.N.O., in 1950 about 30 million children were in immediate need of help.

The Conference considered problems relating to the health and education of children. Among the different committees appointed to investigate the causes of the present misery and ignorance in the world, the Committee on Education took up various problems on the education of children. It pointed out that education in some countries of the world was as bad as it could be. There was little or no provision for nursery education. The question of disabilities of the so-called coloured people and shortage of teachers in the U.K. and the U.S.A. also engaged the attention of delegates.

On the basis of these reports resolutions were passed regarding the educational development of children and the influence of literature, press, radio, cinema and art on the moral and cultural development of children. It recommended, 'inter alia', that education must be free, compulsory and available to all, in the national language, and that child-labour, which prevents children from receiving education, should be abolished.

The first programme of its kind in the world, the Australian Broadcasting Commission's 'Kindergarten of the Air', caters mainly for children of pre-school age, who listen eagerly for the well-loved voices of two trained Kindergarten teachers.

The programme had its origin in Western Australia in 1942. It is a clever mixture of light-hearted fun and valuable educational material. It serves the two-fold purpose of giving children an opportunity to build-up a splendid groundwork on which to base their education and gives suggestions to parents on how to guide their children's activities constructively.

The Kindergarten programme includes stories, songs, and special rhythms. Every programme lasts for 20 minutes, because that has been found to be the ideal length for such a session.

The London Institute of Education celebrated its golden jubilee recently. Students from the Indian sub-continent form the largest contingent from overseas at the Institute. Of the 357 students from 57 countries who are

taking graduate and post-graduate teachers' training courses there, 33 hail from India. Indian students are represented in most of the courses undertaken at the Institute.

The London County Council has at present 11 Open Air Day Schools with about 1400 pupils. 600 other delicate

Open Air School For
Delicate Children

London children are in special boarding schools. Children are selected for

these schools on the advice of the school Medical Officer. They remain in the school for at least six months. Special attention is paid to the health of the children. The school curriculum is of ordinary primary and secondary schools. Both boys and girls learn, in addition, cooking, wood-work, music, art, craftwork and gardening. After a few months' stay, if children have improved sufficiently in health, they go back to the ordinary primary or secondary schools.

The School Journey Association of London has published its programme of continental tours of 1953. The countries for which tours have been arranged include Austria, Belgium, France, Germany, Holland, Luxembourg and Switzerland.

Typical of rural Egypt, the Sindbis-Sindyon Project comprises a nucleus of seven villages with a population of 50,000, some 40 kilometres north of Cairo. The Project is based on psychological theory and its ultimate goal is to stamp out illiteracy

with functional teaching and in a short period. In one of the villages called "Baroda", the first experiment conducted within three months, at a rate of four lessons per week, brought satisfactory results.

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Since 1941 every primary school in Sweden has taught a subject called 'Orienteering'. A word coined by an

New School Subject in Sweden

American University teacher, it is derived from the Swedish word for orientation. About 40,000 Swedish schoolboys and schoolgirls compete annually for "an 'Orienteering' proficiency pin". A novel outdoor activity, it is the art of finding one's way with the help of a map and compass. The new sport with an educational and instructional basis has spread like wildfire in almost all continental countries and crossed the Atlantic to Canada. The popularity of this new sport lies in that it combines purposeful activity with outdoor enjoyment, and inspires interest in such school subjects as geography, mathematics, drawing, report-writing and nature study.

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Universities of Great Britain, the United States and Canada, where university extension activities have played

Universities in Adult Education

a great part in developing adult education services, furnish examples of the remarkable activities of University men to mobilise human resources for these studies towards the betterment of the masses.

The studies have been compiled in a recent Unesco publication—*Universities in Adult Education*. The section on Canada describes the impressive

work carried on by the St. Francis Xavier University to educate miners, industrial workers, fishermen and farmers of eastern Nova Scotia. In U.S. Universities, countless educational programmes are in vogue for those desirous of improving their general, educational or vocational training. Compilers of the volume also devote some space to basic administrative problems of adult education services.

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Eight Young United States Scholars are studying 17 languages unknown outside Peru, and compiling grammars and dictionaries of tongues that have never been written.

Dr. William C. Townsend of California who is directing the work U. S. Group Studies Tongues of Peru says that in an estimated period of 50 years the number of distinct languages will be more than 50.

While learning (the Red) Indian Languages in the interest of Science, the research workers teach the Indians to read and write, to learn Spanish and improve their contact with the outside world.

During summer, the institute gives courses in linguistics. Each year many of the students who show an aptitude for, and an interest in the studies are added to the staff for field work.

Founded in 1934, the institute is an independent body and affiliated to the University of Oklahoma. It is supported almost entirely by contributions. Last year budget expenditure totalled \$350,000. The Peruvian Government's aid consists of free entry to materials and equipment and in providing petrol for the Institute's six aeroplanes.

* * *

The second volume of 'Index Bibliographicus' has just been published by Unesco and the international Federation for Documentation. An international directory of current periodical abstracts and bibliographies, it includes all the publications that are considered useful for retrospective research. The 72 page book is intended to be a practical working tool for all research organisations and libraries.

Unesco Index Bibliographicus

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The Regional Conference on Free and Compulsory Education in South Asia and the Pacific was held under the auspices of Unesco with the co-operation of India at Bombay, from December 12 to December 23. The Conference considered whether or not compulsory education should be emphasised for all people. The Conference divided into three commissions: one on Administration, Finance, and Legislation, the second on the Training of Teachers and the third on Curriculum.

Unesco Regional Conference

* * *

In co-operation with the Indian National Commission for Co-operation

with Unesco the Central Ministry of Education held a seminar to study the contribution of Gandhian outlook and techniques to the solution of tensions between and within nations, at New Delhi, in January, 1953. Eminent thinkers from the East and West participated in the Seminar. The Seminar has made important recommendations for the solution of national and international tensions based on the teachings of Mahatma Gandhi.

Gandhian Seminar

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Unesco expects to set up a new pilot library in Columbia, a counterpart of the one at Delhi.

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Unesco will publish the findings of experts in the use of vernacular languages in education in the forthcoming Unesco series on 'Monographs on Fundamental Education'.

Unesco Activities

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Unesco is planning to sponsor an International Seminar on the Teaching of Modern Languages for World Understanding to be held in July and August this year.

Talk to Teachers

(Especially to those in Secondary Training Colleges)

We reproduce in this issue of the *Quarterly* as part of the regular feature "Talk to Teachers", the Foreword contributed by Mr. K. G. Saiyidain to a forthcoming publication of the Ministry, entitled "Experiments in Teacher Training" by Principal T. K. N. Menon and Dr. G. N. Kaul of the Baroda University. This may well be regarded as a sequel to the "Talk to Teachers" that was published in the *Quarterly* of June, 1952, making out a case for an experimental approach to education.

EDITOR.

HERE is, perhaps, no field of human endeavour where the creative spark, which is the basis of all experimental work, is more essential than in the field of Education. For education is essentially a "man-making" process in which dead routine and inertia have no place, and where there is constant need for adjusting both aims and techniques to changing individual and social needs. On the one hand, the person who is being educated is constantly changing as he grows from infancy, through childhood to adolescence and, on the other, the social situation for which he is being trained is in a constant state of influx. If education is, therefore, to have a vital impact on the life of the individual and the country, it becomes necessary to ensure that its objectives and methods—even if they are good—are not allowed to become static or petrified but continue to grow and develop in harmony with the new need and ideals and, in fact, contribute to

their desirable reorientation. In our case, where no one would venture to claim that at present they are even tolerably good, the need for new experiments becomes all the more emphatic.

It is a poignantly keen "realization" of this fact which has prompted the policy, adopted by the Central Ministry of Education recently, to do all it can to encourage educational experiments at all stages with the object of bringing about improvements in the quality and standard of education. It has consequently offered, under the Five-Year Plan of educational development, financial as well as technical assistance to State Governments to establish compact, experimental centres of Basic Education—from junior basic schools to Post-graduate Basic Training Colleges (where possible) together with social education centres and an integrated Library service—with the express purpose of developing, under favourable material and psychological conditions,

proper techniques and materials for Basic education. It has similarly offered assistance for the improvement of selected primary and secondary schools which may serve as models for neighbouring institutions. It has invited Training Colleges to take on modest research projects directly aimed at the development of better methods, curricula and teaching aids. It has, under active consideration, a scheme for organizing a number of "Camps" during summer where selected Head Masters of Secondary Schools may come together for a leisurely, frank and heart-to-heart discussion of their common problems and difficulties and, through such discussions, hammer out new approaches and then go back to their work enthused and refreshed in mind and body.....And there are various other such schemes in view.

This is one side of the picture. It is necessary to encourage such projects because far too little experimentation is going on in the educational field in this vast country of ours. But there is also the other side. What work is being actually done, sometimes in fairly well known institutions, sometimes by gifted teachers working in obscure corners, is not known widely enough and, therefore, the contagious enthusiasm of actual achievement, however modest, is not being properly mobilized. It is in this context that one often finds an ounce of practice more convincing than a ton of theory! Teachers working in different parts of the country—or in the same part, for that matter—in the field of Basic, Primary, Secondary or Social Education have often no knowledge whatever of what their colleagues, working under equally difficult or discouraging conditions, have been able to accomplish. Under the circumstances, the former receive no inspiration or

challenge and the latter no recognition, nor is the sense of a fraternity of effort in a common cause built up in them. So, with a view to bringing to the notice of all educational workers, scattered over the country, accounts of useful and promising educational experiments in different fields, the Education Ministry has taken up the complementary project of bringing out a series of brochures dealing with such experiments in early childhood education, in primary and secondary education and in the field of Teacher Training which has its impact on *all* educational stages.

I must, however, confess that our success in this project has so far been rather slow and disappointing. For, such a project requires the active and interested co-operation of all State Education Departments as well as voluntary and private agencies working in the field who may place at its disposal the necessary accounts and reports about such work. It has not so far been forthcoming in adequate measure from either of these sources and, therefore, the full implementation of this vitally important project has been delayed. Curiously enough, like Moliere's M. Jourdain who did not know that he had been "talking prose" all his life, there are some institutions that do not even know that they are doing valuable experimental or pioneering work! Nor do some of the educational authorities concerned with their supervision. So, the response to our invitation for the supply of such material has been both rather tardy and meagre and this has held up the progress of this scheme.

The present brochure, dealing with experiments in Teacher Training at the Secondary level, is part of the projected series of publications on educational

experiments in different stages. It brings together a good deal of useful and interesting material, showing the research projects and experiments undertaken in some of the Training Colleges in India, and I hope these will help to quicken the tempo of such work all over the country. This account does not, by any means, claim to be exhaustive but the responsibility for its incompleteness is largely that of the Colleges themselves which failed to supply the requisite or relevant material. The Ministry has undertaken the publication of the brochure in its present form, after due editing, because it would be unwise to wait till something more 'complete' or 'perfect' could be compiled. The best may well, in this case, be the enemy of the good! I would, however, welcome the receipt of 'indignant' letters from other Training Colleges, enclosing interesting and well written accounts of their experimental work, and asking why they have not found a place in it. And, who knows but that it might lead to the publication of a companion volume! In any case, I hope all teachers—especially those in Training Colleges and Secondary Schools—will find the study of this brochure stimulating and fruitful, and will try to explore the possibility of working out similar or other types of experiments in their own institutions.

II

Some of us who sit in offices and draw up educational schemes and others who write books and articles are often apt to imagine that the "newer" and more progressive ideas about education have become fairly well known to teachers in schools and other educationists—at least in theory—and all that has to be done is to provide the necessary conditions for their translation into

practice. I am afraid this is too complacent an appraisal of the existing situation. I have recently had an opportunity of visiting many parts of India, discussing educational problems with field workers and seeing a number of educational institutions, and I must confess that the experience has provided a much needed corrective against that assumption.

Even in this year of grace 1953, there are many schools which may well have stepped out of the middle of the 19th century and many teachers, inspecting officers and educational workers who may well have had a longish wink in the tradition of Rip Van Winkle! If you talk to them about various educational issues, you realise that they have no idea whatever of the contribution to educational methodology and techniques, or even to its basic principles made by distinguished educational thinkers and teachers in India and abroad. They still think of schooling in terms of mere reading and writing and acquiring painfully a certain amount of miscellaneous information which has little or no relation to life or to the interests of children. Their vision is limited to dull text books and duller lessons. Their schools are joyless "learning factories" and school-rooms bear no impress whatever of any sense of art or beauty or of being the setting for the life of eager, lively and active children. They are hidebound by traditional methods and curricula, and even when they do realize that these are not good enough, they content themselves with the thought that *they* can do nothing about it, that it is the fault of the "Department" alone and only the Department can set it right—as if, in any reasonable sense of the word, an Education Department can have any entity apart

from the teachers who constitute its soul and body.....I mention these sobering facts and observations in order to make both the Education Departments and the teachers—individually and collectively—ponder the situation, get rid of their complacency (if any)

and set themselves to propagate the right kind of educational ideals and methods in the teaching personnel. If this is not done, *quickly and imaginatively*, all our ambitious schemes of educational development are bound to come to grief.

K. G. S.

(Continued from page 26)

colours of brilliant hue. The paintings produced with these cheap materials were among the gayest entries in the show.

Young children should be given the primary colours in separate pots and should be encouraged to mix their colours on a piece of paper rather than in the pots, which always results in the disappointment of muddled colours. The use of pencil or of the more complicated media of pastel, water colour, or oil is less desirable with young children, though the painting which won first prize in the five-six age group of Shankar's show is a pastel by a Japanese child. This picture of children in the rain, while retaining all the beguiling freshness and spontaneity of childhood, shows an amazing control of a difficult medium.

If adolescence is the most trying time for the young artist, it is also the most difficult time for the art teacher. By and large, the child will have to find his own way out of the difficulties of this period; the teacher can only be ready with sympathy and devices to keep him from getting discouraged or bogged down in superficial details. At this age paintings on a large-scale should be encouraged as there is nothing like an enormous piece of paper to discourage excessive labouring over details; also, the larger arm movements involved in painting will encourage a freer technique.

Turkish Paintings

The Turkish paintings in Shankar's show are an excellent example of this. The work of Turkish children in the ten to 13 age-groups, where the work of so many children stumbles over the various hazards discussed above are most impressive. Many of the paintings are four by five feet in dimension, several times larger one suspects than the children who executed them. The outsize sheets of paper seem to have inspired ambitious subject involving the handling of large numbers of people participating in some activity—putting out a fire, or watching a cock-fight, or going about their respective business in a panoramic city scene. The waterfront scene reproduced here is a masterful integration of a great many elements.

Other devices to keep the adolescent painter growing and experimenting are to encourage him to work in various scales and also to try different mediums. The teacher should watch for signs that a child may be getting into a rut with one medium or one subject. A teacher may suggest though he should never impose, different subjects—both of an objective and subjective nature. A child should be discouraged from spending too much time on one painting—though not encouraged to leave pictures unfinished

JEAN MERRILL
AND
RONNI SOLBERT

Book Reviews

A Survey of Rewards and Punishments in Schools.—A Report by the National Foundation for Educational Research in England and Wales, based on researches carried out by M. E. Highfield and A. Pinsent. Published by Newnes Educational Publishing Co., Ltd., London, 1952. Price £2. 2s. 0d.

THIS survey originated with a question asked in the British Parliament in 1947 about the use of corporal punishment in schools. It is a comprehensive survey in two respects. First, it was carried out on a nation-wide basis; and secondly, it comprised a large number of specific investigations bearing not only on the simple problem of corporal punishment but on the much wider body of educational practice summed up in the phrase 'rewards and punishments'.

Some of the important problems studied are: (i) the motives which determine the teacher's decision to punish; (ii) the misdemeanours which teachers deem most worthy of punishment; (iii) the conditions of greatest difficulty for teachers; (iv) the attempts of Education Authorities to regulate the use of corporal punishment and the reactions of teachers with respect to the official regulations; (v) the present state of opinion among teachers with respect to the total abolition of corporal punishment; (vi) the confidence of teachers in alternative methods of control; (vii) the differences between pupils deemed difficult by teachers and those who do not present behaviour difficulties; (viii) the opinions of teachers about the relative effectiveness of

certain commonly used incentives and deterrents; (ix) the success or failure of specified incentives and deterrents with different behaviour trends; (x) the professional opinion with respect to the effectiveness of certain reforms commonly advocated for improving scholastic zeal and diminishing the need for punishment; and (xi) the conditions prevailing in certain state schools in which corporal punishment has been voluntarily abandoned.

It is impossible in a brief review to comment on the findings in each one of the various investigations. Suffice it to say that there is a wealth of material in this survey for the teacher and the educational administrator to study. Although the social context of the study is British, the Indian teacher will find information that he can profit by. There are problems of discipline that, being more psychological than sociological, are universal in their nature, and any light thrown on them even in an alien social context can be valuable to teachers in this country. To take one significant example, there are the findings in respect of the relation between home management, behaviour difficulties and power of attention: 1. Slack, irresponsible management, and aloofness as well as repressive management, it has been found, produce behaviour difficulties in the classroom. 2. Repressive home management increases the tendency of children to be distractible, whereas slack, irresponsible and aloof treatment at home increases the tendency of children to be confused. This

connection, as the report says, is educationally important since disturbing a child's attention must interfere with his capacity to learn.

Here are some significant findings which, in the opinion of the reviewer, would be found to be true if a similar survey were made in India:—1. Women teachers resort less frequently to corporal punishment than do men. 2. The highest incidence of the use of corporal punishment is for misdemeanours considered to be contraventions of school regulations. 3. Men teachers are more inclined to consider misdemeanours as acts contrary to regulation, whereas women teachers are more inclined to consider them as acts indicative of low standards of conduct and of disordered personality and needing psychological investigation and treatment rather than summary punishment. It may be of interest to point out in this connection that in a recent study by the reviewer of the attitudes of student-teachers towards children's behaviour problems women student-teachers were found to be more "mental hygiene-minded" than men. Is this corroborative evidence indicative, perhaps, of a native and characteristic feminine quality?

Perhaps, the most interesting section of the survey under review is the one relating to the attitudes of teachers toward the partial or total abolition of corporal punishment. A sample of 724 teachers chosen so as to represent as accurately as possible all grades of status and all types of schools maintained by Local Education authorities, both sexes, various types of neighbourhood, urban and rural, and all ages within the profession recorded their attitudes. A large majority (94.4 per cent.) voted against total abolition, and a still larger majority (96.5 per cent)

against the proposal to make the infliction of corporal punishment a legal offence. This is a clear indication of the feeling among teachers that although corporal punishment is not a desirable method of discipline, it is necessary to resort to it under certain conditions and in certain cases. As the authors of the survey point out, if corporal punishment were abolished by arbitrary decree and its use made a legal offence, "the main result would be the substitution of clandestine punishments which might be equally harmful to the pupils". It is true that the principle that "prevention is better than cure" is as much a mental hygiene principle as it is a principle of physical hygiene. But it must be borne in mind that effective prevention takes time to organize, involving a considerable modification of the environment to eradicate predisposing causes, which in turn implies an adequate knowledge of causes.

There are two further conclusions that are supported by the results of this research, and that cannot be over-emphasized. One, the relevance to the problems of school organization of an understanding of childhood, particularly of the cognitive and emotional factors in learning. Two, the relevance for teachers and administrators of the results of recent experimental studies in social psychology, temperament and emotional disorder, which connect moral deviation and delinquency with environmental predisposing causes.

Clearly, the research indicates the need for a new orientation in teacher education with an emphasis on the mental hygiene of childhood and youth. As a matter of fact, in the section of the survey dealing with the relative

effectiveness of certain measures commonly recommended for the purpose of stimulating zeal in school work and alleviating behaviour difficulties, "improved training of teachers in psychological observation and early detection of behaviour difficulties" is given a very high place by the teachers who rated these measures. If teachers, during their professional preparation, are helped to develop a scientific outlook on behaviour disorders which leads them to look for environmental causes for such disorders and to exercise patience and understanding instead of resorting to drastic measures of retaliation and repression, a great step will have been taken to reduce the incidence of punishment in schools. Familiarity with the early symptoms of the commoner behaviour disorders will enable teachers to refer cases which they cannot deal with in schools to the appropriate agencies, and experience in approved and tested methods of alleviating minor behaviour difficulties which can be tackled in school will enable them to attend to such difficulties themselves.

E. A. Pires.

Health Observation of School Children—Wheatley and Hallock, published by McGraw-Hill Book Company, Inc. New York-Toronto-London, 491 pages.

THE present book is an admirably written guide for helping teachers to observe and understand the school child in health and sickness. It is the outcome of a regular movement to enlist teachers as observers of the health of school children. Towards the close of the last century it was the practice of the Department of Health in U.S.A. to assign medical inspectors to a group of schools. Under this

system it was the custom of medical men to enquire from teachers whether any of their children required medical help. The inspectors did not actually go to the schools but made enquiries on the telephone. The teachers reported only serious cases for treatment. This was soon found to be a very defective system as the potential menaces to the health of school children went unnoticed.

The importance of putting the teacher in the observation post was recognised as early as 1924 and Dr. James Frederick Rogers, then Consultant in Hygiene of the United States Office of Education, emphasised it in his pamphlet entitled "What every teacher should know about the physical condition of her pupils". The teachers soon realised their responsibility in the matter and many schemes were drawn up for the observation of health of school children. Since then the health observation of school children in the U.S.A. has become more and more teacher-centred.

The present book sets forth all the advanced medical knowledge in regard to the health of the children in a language intelligible to the common teacher. It gives a plan of efficient observation, imparts a general knowledge of the nervous systems, the survey of circulatory and respiratory systems, functions of the various organs, growth of the bones and muscles and so on. In short, it deals with the physical and mental growth of children in all its aspects.

Health observation of school children in our country is totally neglected. In such schools as have made some arrangement for it, it is still physician-centred. A good deal has to be done in this respect and this book will serve

as a guide not only to teachers but also to parents. Every school should be provided with a copy of the book, and the subject should form part of the course of our Teachers' Training Colleges.

P. C. Baghchi.

Child Rorschach Responses.—Louise Bates Ames, Janet Learned, Ruth W. Metraux and Richard N. Walker: Harper & Bros: New York 1952—\$ 7.50.

HERMAN Rorschach's Ink-Blot Test, though in use for over 20 years now, continues to enjoy the privileges of being the most important single test to evaluate personality structure. Literature on this test is pouring in and the test itself has assumed such importance as to necessitate formation of an international society for Rorschach Research, the Vice-President of which Madame Loosli-Usteri vouches for the soundness of the principles adopted in the present book to the "Swiss Method". The present volume is not an introductory manual on Rorschach Procedure. It is assumed that the reader is familiar with at least one or other of the more common scoring systems adopted in Rorschach Test.

According to the authors, the aim of this investigation has been to determine whether or not the Rorschach Test can be used effectively with children under ten years of age. Can it be administered practically? Does it reveal characteristic normative patterns of behaviour which change from age to age? And does it accurately reveal also the unique individuality of individual subjects? The authors' answer to these questions is: "Yes".

Practically all the work done on the use of Rorschach with children appears to have been based upon adult norms. Thus, there is a certain diffidence about using Rorschach as a means of exploring the personality of children. The present study aims to fill this lacuna to provide collected norms for children and thus make Rorschach a valid test for children based on child norms.

The authors who are workers in the Gesell Institute of Child Development have compiled data on 650 of a homogeneous group of children (two to ten years) of above-average intelligence. They have analysed 50 records (25 for boys and 25 for girls) at half-yearly age levels from two to five and a half years and at yearly intervals from six to ten years. Over 50 per cent. consisted of children belonging to research groups that have been followed for many years at the former Yale Clinic of Child Development. In order to do fuller justice to Rorschach concepts, validity, reliability and norms have been worked out. It may be noted that till now, though fragmentary references to validity have been made by several authors, no systematic validation study has been carried out.

While conducting the investigation, the authors had to take several hurdles that Rorschach users face in the administration, scoring and interpretation of Rorschach with reference to children. For example, the difficulties such as clarification of responses, verbal directions in administration, whether the child could be allowed to turn the card or not, the degree of encouragement to be used for eliciting responses have been overcome by adopting a modified form of administration and scoring. By this the authors claim to have obtained reasonably full responses from children as young as two or three.

The method of administration adopted by these workers is given (page 25, *et seq*) and may help users of Rorschach. Pearson's Product-Moment correlations between the scoring summaries for two independent workers on the same set of 40 children reveal the highest correlation to be .99, the lowest to be .79, the median 'r' being 9.92, thus revealing the efficiency of the scoring system adopted by the workers. The difficulty and ambiguity in scoring, D, F+, and P determinants are minimised, the arbitrariness in scoring, such as the suggestion that any response with a qualifying objective should be ranged among F+ are set aside.

The authors rightly felt that it would be better to compare individual child response with responses of other children of similar age groups and as a result of their work they have noticed variations that would occur if adult norms were used for the purposes. For example, the investigation shows that many forms scored F- in adults ought to be scored F+ in children. Many types of responses which are considered pathological or at least suggestive of disturbance in the adult such as the Clob responses, contaminations, confabulated responses, oligo-phrenic details (Do), pure 'C' responses, perseverations and anatomic responses occur quite characteristically and normatively at particular ages in children.

There are two parts, the first part dealing with the methods used, statistical procedure, scoring systems and Part II consisting of the actual findings in each age-group, giving the qualitative description of the individuality of each age-group, the frequent type of response, individual determinants and sex differences and also a sample record of a girl and a boy for each age-group.

The developmental trends and Rorschach findings are also compared for each age-group.

The authors by their investigations have reached the conclusion that the visual images or percepts reveal less of the child's personality than they do of an adult's and that they reveal more and more as the child matures. They reveal the dynamic psycho-social inter-relationships even though the total personality may at the earliest ages elude us in the Rorschach responses. They also reveal some developmental status in older age-groups. But even with a child as young as three, Rorschach throws considerable light on developmental status when combined as one item of a battery of different tests.

Whereas at two years of age, Rorschach does not seem to be a useful tool in measuring the child's intellectual and emotional status, at two and a half years the child already begins to show the individuality of the two and a half year old as we know it. By three years the Rorschach responses have become sufficiently complex and varied in character to offer several criteria for judging whether child's performance is at, above, or below his age level.

Sex differences in the Rorschach performance during the first ten years of life are neither large nor for the most part consistent. However, a few such differences have been determined. Boys, for example, give more responses than girls do throughout the entire period and in every area category. Boys have a slightly larger percentage of responses in the W area relatively speaking, and girls in the Dd area.

Probably the most conspicuous finding of the present study is that the total Rorschach picture at each age

level has a unique and distinctive character which sets it apart from every other age level. This character as revealed by Rorschach performance, the authors claim, agrees with the picture which has already been determined developmentally by the use of other measures.

A work of this nature has very many uses. Though the samples taken for each age-group, i.e. 25 boys and 25 girls, cannot be described as representative of the total population of those respective ages, the work acts as a great stimulus for compilation of similar data by different workers for different samplings. It is a useful guide both to clinician and research worker. The authors agree that the results with very young children are scientific rather than diagnostic interest. Rorschach has a valuable contribution to make to the psychology of young children by its knowledge of child reactions. This helps us to a finer understanding of the psychology and personality structure of adolescents and adults.

H. L.

Educating Gifted Children.—By Gertrude Howell Hildreth, Ph.D.: Harper & Brothers, Publishers, New York; 1952.

IN collaboration with Dr. Florence N. Brumbaugh and Dr. Frank T. Wilson of Hunter College in New York City, Dr. Hildreth has compiled a study of experiments on the education of gifted children at Hunter College Elementary School. The School, set up in 1941 as an experiment for the education of the gifted, has become internationally known as the laboratory for the study of gifted children; it has served "as a training centre for teachers

of the gifted, and as a source of assistance to other institutions working towards the same goal."

The School set up an educational 'workshop' for the purpose of evaluating the achievements made since the Hunter classes for the gifted were first instituted. The participants have prepared a factual report of their findings for publication with a view to sharing their experiences with others.

The book under review comprises representative results of this planned experimentation. Most of the sections feature workshop committee contributions. Several parents and teachers have also contributed individual reports of special projects. The data cited in the book refers to the School's first ten years, up to December 1951. The thesis in brief is: mentally gifted boys and girls deserve a special kind of schooling that is worthy of their gifts.

India has her crop of gifted children who not infrequently surprise their parents and children. Infant prodigies are not unknown in our country. What is wanting is the scientific observation of such children in the manner of the Hunter School. "The potentialities of gifted children and youth in school today must be regarded as the most valuable human resource, for these individuals are the future discoverers who will contribute most to building a better world".

This book should, therefore, interest teachers and parents. Teachers under training can supplement their class observations with its aid. And, parents of the gifted will know how to bring about closer co-operation between home and school. The earlier the gifted child is identified, the sooner will he benefit by a well-planned educational programme that functions in harmony with the

home and social environment. In order to develop the gifted child's assets through a harmonious synthesis of home and school training, the volume is a "Must" for teachers and parents.

S. N. D.

Understanding Your Son's Adolescence.—J. R. Gallagher, Little Brown & Company, Boston: 1952: 24 sh.

A DOLESCENCE is an in-between period marked by continued physical, social, intellectual and emotional change. Jung has referred to adolescence as "a battle of deliverance", the individual struggling to grow up, to be recognized as a young adult instead of as an older child. No longer a boy and not yet a man, he is at times both confusing and confused. But why are both adolescents and their parents so perplexed and uncertain about each other? Is adolescence as dangerous and full of difficulties as many people seem to think? Is adolescence really "a bad name"? Have psychologists woven an unnecessary pattern of mal-adjustment round adolescence? What, in fact, are the true disorders which parents should guard against? To these and related questions parents and teachers will be helped to find an answer by a careful study of "Understanding Your Son's Adolescence".

Dr. Gallagher is Physician incharge of Adolescent Services and writes from intimate personal experience with a very large number of adolescent boys over a period of almost 20 years. He treats an adolescent as a person, not as a problem, and pleads for greater interest, understanding, sympathy and friendship in the attitude of parents towards their sons. How many parents really "enjoy these young people? They have so much to offer you. Enjoy

their companionship, their fresh point of view, the humour and pathos of their growing-up, their successes and their failures, their achievement of independence. The lift, the pleasure you can have from these are yours if you'll take them".

The very large number of books on child upbringing make most parents feel self-conscious, if not bitter, that perhaps they were made only to frustrate their children, but Dr. Gallagher's book by its direct and frank approach and easy conversational style will inspire self-confidence among parents that, in spite of Aunt Gertrude and her tribe, they *can* fulfil the most difficult task of parenthood. Dr. Gallagher does not offer ready-made solutions as if he alone has had an unchallengeable inspiration, but "attempts to describe and develop a point of view, a way of thinking, which together with some information, will help those who deal with boys to understand them better". "You give your children love, affection, security, a chance to develop their own personality and become independent, and help them to learn how to live with, and to respect, others". Altogether Dr. Gallagher has written an enjoyable book and he must have enjoyed writing it. There are few *do's* and *don't's* and there is no index, for the author fears that parents may seek rules of thumb when a problem arises.

The book makes no claim to completeness or comprehensiveness and yet is a useful addition to the evergrowing literature on the subject because of the sane, sensible advice it offers to parents about their sons, and to teachers about their pupils. One is, however, a little surprised that just 200-pages of reading-matter should cost 24 shillings.

Hans Raj Bhatia.

The English Universities and Adult Education.—S. G. Raybould, London, The Workers' Education Association, 1951. pp. xviii, 169. Price 6 sh.

THIS book as its title signifies is about what universities in England have been doing in the field of adult education, and what they should do. The author traces the background of the present role of English universities in this field since 1909, when a joint committee of dons appointed by the Vice-Chancellor of the University of Oxford and working men nominated by the Workers' Education Association published its report under the title of "Oxford and Working-Class Education". This initiated Tutorial Classes for adults to offer them part-time courses not only at Oxford University but in other universities as well. The work received a further impetus in 1919, as a result of the recommendations of the Adult Education Committee appointed by the Ministry of Reconstruction after the First World War. One of the chief recommendations of the Committee was that at each university there should be established an extra-mural department with an academic head. Now such departments exist in all but one of the English universities and university colleges.

These extra-mural courses are primarily intended to provide facilities for higher education to working people who have not been able to continue their studies beyond the elementary stage of education. As such, they have been objected to by a section of intelligentsia as some thing unbecoming, if not derogatory to the reputation of a university. This work they argue has not been properly integrated into the life of the university; nor do they deem it desirable "to encourage the internal

teachers to take a greater share in the external work since that would distract them from their proper and more important functions."

The author does not accept this view. To him it is proper that universities should share the responsibilities of adult education. He argues ".....in certain fields of study the maturity and experience of adult students enable them if their courses are sufficiently prolonged, systematic and intensive to do work fully justifying, and indeed requiring university direction, even though their previous education has been of lower standard than that normally required for admission to full-time courses of university study." But he is keen to maintain the "standard" and 'quality' of university education. From his standpoint many classes now sponsored by extra-mural departments are of too elementary a kind to justify university provision.

Therefore, the author suggests certain ways of rectifying the defects of the adult education programme of the extra-mural departments, so that it may be in keeping with the university standard. For this purpose he discusses in detail the modifications needed in terms of staffing financial and organizational arrangements for adult education in universities.

Not all that is discussed is of much relevance to the situation obtaining in our country at present. For, here the problem of adult education is different. In a country, where 85 per cent. of population is illiterate, universities cannot assume the same role in the field of adult education, as they can in countries where the percentage of literacy and the level of education are high. But probably our universities can contribute to this sphere of national

reconstruction indirectly by training workers for adult education and evolving effective techniques through research in adult psychology and other essential fields of study.

Salamat Ullah.

Planning for Teaching.—Richey: New York-Toronto-London: McGraw-Hill Book Co., Inc. 1952. Price \$ 4.75.

THE chief author of the book is Professor Robert Richey, but contributions of a few chapters have been made by two of his colleagues—Professors Maxine M. Dunfee and Arthur Hoppe, both of the Indiana University.

The book has been written for prospective teachers. Its emphasis is upon the student's evaluation of himself and his place in the teaching profession. It helps to orient him to the field of education, shows him how to weigh critically the wisdom of entering the teaching profession and enables him to plan his career with care and intelligence.

The book is divided into five parts. Part I attempts to increase the prospective teacher's understanding of, and skill in, planning as it relates to a career in teaching. Part II centres attention upon the economic prospects of the teacher and upon opportunities for him in various fields of education. Part III is intended to give the prospective teacher an understanding of the teacher's work and the nature of school organization and finance. Part IV is concerned primarily with orienting the prospective teacher to the function of the school as it relates to the teacher's work. Attention is specially given to the inter-relation of the school and the community and the resultant effect upon the role of the teacher. Part V

entitled "Your Plans and Your Future" is intended to assist the student in integrating his thoughts and planning for the future. Each chapter is followed by suggested activities for practice and a bibliography. An annotated list of educational films available in the U.S.A. appears at the end.

Some of the current factors covered in the book are data and trends regarding salaries of teachers, supply and demand for teachers, new kinds of appointments for teachers that are developing and legislation affecting the economic status of the teacher; but these and all other references pertaining to the pattern of education, the school system, the financial structure and other educational problems are of, and for America.

The presentation of the material, however, is easy and interesting; and the book can be read with profit by any prospective or working teacher, teacher-trainee or student of the Education Department of a University.

P. D. Shukla.

Going to the U.S.A.—A Guide for Students and other Visitors: G. S. Krishnayya and J. M. Kumarappa, Bombay, Tata Institute of Social Science, Rs. 6-12-0.

THE implicit assumption that the prospective reader of this book—albeit intent on crossing the seven seas in search of wisdom—is both an ignorant and a yokel gets to be irksome. Our students may not be globe-trotting Baedekers but it is impossible to concede that they, in the mass, are unaware of the existence of the U.S., the predominant characteristics of its history, the social customs which they are likely to come across in the West, or, for that matter, the rudiments of

'manners'. This is not to deny the fact that there may be a few who can benefit from the platitudinous homilies repeated here.

The chief merit of the publication undoubtedly is that it brings between one cover information that is to be found in a plethora of pamphlets brought out by educational institutions in the U.S.A., and that is to be found in such commendable books as Ching-kun Yang's 'Meet the U.S.A.' The appendices, too, provide a great deal of useful material. But while reading through chapters such as "What to Take to America", 'Counting the Cost,' 'Bon Voyage', one almost wishes that the authors had eschewed the tone of facetious bonhomie. Perhaps, the intention was to familiarize the reader with that note of informality which we are told is a national characteristic of the American people. Nevertheless, the subject—scholastic pursuits—is a serious and dignified one (and this is important in a book meant not for private but for public circulation) and should have been dealt with in a style befitting it. Humour undoubtedly has its virtues but such an attempt as, "New latitudes and new longitudes should bring in new attitude" commits a crime both against grammar and a sense of proportion.

If the authors are ever again tempted to write on this subject they would be well advised to alter their premises and their style.

P. Gangulee.

Phantasy in Childhood.—Audrey Davidson and Judith Fay: Routledge & Kegan Paul, London: 1952.

CO-WORKERS Davidson and Fay, renowned psychiatrists of England, have studied children under varied conditions for 15 years and produced this impressive study. Little encounters of childhood re-lived in later life situations determine the personality of an individual. Much of the child's intelligence and imagination is ascribed to the environment in which it is brought up. The unconscious impulses that govern and motivate child behaviour are discussed through specific instances of phantasy-ridden children. Aggressive and temperamental behaviour can be developed as a result of some harsh treatment at home or school; "everyday situations tend to become unending dramas in which the child acts out his aggressive feelings over and over again, without gaining relief". Research in psycho-analysis, dating from Freud and continued by Mrs. Melanie Klein, has shown how infantile genital feelings haunt the child and how slow mental development may be due to early inhibitions. The application of these and other principles of psycho-analysis is ably demonstrated through detailed case histories in this volume.

The conclusion that the authors draw is worth quoting: "Good development lies not only in the ability to express phantasies in a socialized way, but, above all, in the development of the phantasies themselves. The living through of phantasies implies not a mere discarding of them, but the modification and integration of them as the centre of life." As a key to the understanding of the child, this book should interest both parents and teachers.

G. S. Dhar.

Ancient Indian Culture and Civilization.—K. C. Chakravarti, M.A., Vora & Co., Publishers, Ltd., Bombay.

IT is natural for every Indian to wish to know something of his land, his people, his culture-pattern and his heritage, but not all of us have the patience to delve into dusty volumes of history and geography, archaeology and architecture, literature and drama. Mr. K. C. Chakravarti's book is an answer to the lazy man's prayer. In its 300 odd pages, it combines an extremely interesting story of Indian culture from its very early beginnings in the Indus Valley. In ancient Indian culture one uncovers two distinct trends, one coming from the north and the other coming from the south. The north contributed the Vedic religion, and Sanskrit; the south contributed urban life with its far-reaching trade connections, the magnificent temples with masterpieces of sculpture in stone and bronze, vast irrigation channels, deeply emotional religious orders and an efficient administrative machinery. In its narrative, it passes through the development of dance forms and music, medicine and chemistry, astronomy and architecture, literature and philosophy.

The lay-out of the book, cover page apart, leaves something to be desired. Pictures, where produced, are very poor. It is a pity that so substantial a book should lack the attractive features that one looks for in a publication of its kind.

R. Krishnaswamy.

Education, Culture and the Social Order.—K. G. Saiyidain. Asia Publishing House, Bombay 1. 1952.

THIS is a collection of very readable and thought-provoking essays and addresses delivered by a well

known Indian educationist. The author lays stress on basic human values and pleads for a type of education and training for the individual that will develop those qualities of head and heart that are essential for mastering passions, developing a brotherly feeling towards all men, suppressing morbid national tendencies, and fostering a healthy respect for the ideals of truth, justice, compassion and tolerance.

The most pressing need of the present day world, says Mr. Saiyidain, is an emphasis on correct values and the creation of the right social order based on the right type of education. Modern society will stand condemned if it does not provide uniform security and material comfort to all members of society. The teacher who can inculcate into his students the need for cooperation is a figure of national importance.

India, during recent years, has suffered from communal passions, that cast a slur on human decency. The poison has to be rooted out if the country hopes to reach anywhere near her ideals. This problem has been discussed with rare insight in a chapter on 'Education for Understanding', drawn from an address at the Srinagar Session of All-India Educational Conference (1940), and in an open letter addressed to Shri Jawaharlal Nehru. Mr. Saiyidain suggests the exploitation of the radio for educational broadcasts, based on an appreciation of the cultural heritage of all communities. The cinema, the theatre and other media of art can be harnessed to bring about a progressive, dynamic and humane view of life.

A. N. Dhawan.

Shorter Notices

'A Selected Bibliography of Literature Relating to Nursery Rhyme Reform'—compiled by Geoffrey Handley-Taylor—"A True Aim Publication".

THIS neatly produced booklet relating to Nursery Rhyme Reform is an introduction to publications that are likely to make history in the Nursery and in Nursery Schools in various parts of the world. Line drawings of comparative methods of illustrating "Cock Robin" exemplify the new attitude on Nursery Rhymes, and a final statistical analysis (amusing to those who have not given themselves to analysis on this matter, and infuriating to those pledged to the old rhymes) appears on the inside back cover. Whether this will effect reform in Nursery Rhymes is questionable, but the fact that experiments are being conducted in this 'genre' of child literature is news for both educationists and publishers.

Muriel Wasi.

British Universities Summer Schools, 1953. The British Council

THIS small programme of 14 pages gives information about a special programme of summer schools providing short courses of about six weeks, for post-graduate students including teachers in universities and schools. The courses are open to students from the universities of America, Europe and the British Commonwealth. They are offered at Oxford, Stratford-on-Avon, and at London and Edinburgh. The courses are on 'Shakespeare and Elizabethan Drama', 'Britain's Economy in the Atlantic Community', 'Literature and Politics in the Twentieth Century', and 'The Development of Modern Western Civilization'.

A. N. Dhawan.

Educational Broadcast Pamphlet in Tamil for the term—October—December, 1952.

ALL India Radio presents an unusual combination of educational, instructive and leisure-time activities. Some of the outstanding features are the explanation of old proverbs with suitable stories, physical exercises to music which children can do as individuals and as groups in their homes, interesting travelogues and even useful lessons in Hindi. A few well produced pictures have added glamour to the pamphlet. Judging from the written word it presents an attractive programme for enquiring school children.

R. Krishnaswamy.

'Short Courses for Teachers of English 1953'. The British Council

THIS 12-page booklet gives brief particulars of a number of short courses that the British Council have arranged in co-operation with British Universities for teachers of English, of Art, of general subjects, and for post-graduate students of English. The number of vacancies for each course ranges from 15 to 60 and the expenses range from £ 27 to £ 31 per person. The courses are on 'Contemporary English Literature', 'Art in General Education', 'Shakespeare', 'English Language and Literature' and special courses for teachers of English. The courses will last for two to three weeks.

A. N. Dhawan.

Why this deterioration in the standard of our Education today?—L. P. Bhargava, Bhargava Press Buildings, Sri Ram Road, Lucknow.

RI Bhargava has analysed the failure of our Primary education in terms of the child, the teacher, the environment and the text book, all of which affect the class-room situation. The analysis, and the resultant failure of our educational programme, most of us are aware of. This pamphlet, however, goes beyond analysis, and presents a concrete, constructive blueprint for the improvement of text books. The thoroughness with which the task is executed shows that the author is not a novice in the technique of administration. He gives a complete outline of the panel of experts—the author, the publisher, the cost of production, the printing technique and the administrative machinery responsible for the whole undertaking. However, the other three areas which need equal attention, namely, the child itself, the betterment of its environment, the betterment of its teacher in the way of improved facilities, better teacher-training methods, and so on, are not dealt with. But the omission does not greatly diminish the value of the book.

R. Krishnaswamy.

Creative Education in the Humanities.—Arnold Didier Graeffe, New York, Harper & Bros. 1951. \$3.00.

THE object of creative education is to provide to all the rich and pleasant experiences of the fine arts. In this book the author describes possible procedures for integration in the sphere of classical studies and literature. He answers the critics of integration and aims at removing weaknesses within the structure of the fine arts. He explores thoroughly the possibilities of

the revival of interest in the humanities, and describes the philosophy, approach and specific methods of successful instruction. The sample curricula offered demonstrate ways and means of integrating the teaching of History, Literature, Music and the Plastic Arts. The author makes it clear that creative education helps students to overcome two obstacles in the way of acquiring knowledge—conceptional analysis and aesthetic experience.

N. Krishnaswamy.

"Universities in Adult Education".—(UNESCO, Publishers, Paris; 1952).

AT the instance of Unesco representatives of the University Extension Movement of Canada, Great Britain and United States were asked to review Adult Education in the three countries. Accordingly Dr. E. A. Corbett (Canada) Mr. S. G. Raybould (Great Britain) and two specialists, (Badwin M. Woods and Helen V. Hammerbergs, United States), sum up "the history of the University in adult education in the three countries. The writers discuss the philosophy underlying the Adult Education Movement and different techniques and methods of instruction used for the Adult literacy crusade in their countries."

The varied experiences incorporated in this volume will provide useful material for study for teachers and workers in social education.

G. S. Dhar.

A Glimpse of New China—By M. Mujeeb, Maktaba Jamia Ltd., Delhi, 1953. Price Rs. 2.

THIS is no more than it sets out to be—a first impression of New China, but the observations are shrewd and it is written with such charm and urbanity

that it achieves in the realm of critical travelogue, approximately what its author intended. Professor Mujeeb has qualities—wit, subtlety and instinctive criticism that can hardly be cultivated in the New China or similar regimes,

and that are a triumphant tribute to the old liberalism to which he repeatedly lays claim. He does, however, pay his tribute ungrudgingly to the material achievement of Communist China with a conviction that his readers will share.

Muriel Wasi.

(Continued from page 22)

centres d'apprentissage and the *cours complémentaires* (continuation of primary education up to 15 or 16 years). Pupils who pass the selection test at 11 or 12 or 13 years for various other kinds of secondary education, enter these institutions to pursue a three or four year course, nearly one-half of which is general liberal education. The apprenticeship centre gives sufficient training for three years to the ordinary boy (or girl) who leaves school at 14 and the pupil emerges as a qualified workman. Facilities are available for training in a great number of trades suitable for boys and girls. In fact, training and national certificates have been established for almost every craft in France. The effect of thus dignifying the crafts is in evidence among the common people as this has enabled them to stabilise their status in society. The chief purpose of the

scheme is to produce balanced men and women, and not mere workmen or skilled technicians.

Vocational Guidance

There is also a nation-wide system of vocational guidance which is available to almost every child who leaves school at 14. Vocational guidance counsellors are specially trained in the National Centres of Vocational Guidance and they work in co-operation with reformers in various schools. They try to tap the yet unrecognised ability of the child and to help young men and women to live contented and happy lives by carrying on the day's work satisfactorily. For this, it is necessary to explore the possibilities of finding 'the job for the child and not the child for the job'. And today, all educational activities in France are directed towards this end.

S. C. Roy

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- Car & Cour*—*Careers and Courses*. A. C. Goyle and Prithvinath Bhat eds. The Careers and Courses, 94, Baird Road, P.B. 319 New Delhi 1. (m).
- Ceylon Teach*—*Ceylon Teacher*. A. E. Tamber, ed. Rs. 6. 7 Albert Place, Dehiwala, Ceylon. (m).
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- Educ Bul*—*Educational Bulletin*. Rs. 5. Regal Cinema Building, Bombay 1. (m).
- Educ Ind*—*Educational India*. M. Venkatarangaiya, ed. Rs. 4-8-0, Masulipatam, S. India. (m).
- Educ Quar*—*Education Quarterly*. Rs. 7, Ministry of Education, Government of India, New Delhi 1. (q).
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- Jnl Univ Gauhati*—*Journal of the University of Gauhati*. University of Gauhati, Gauhati. (A).
- Prog Educ*—*Progress of Education*. N. V. Kinkar, ed. Rs. 6-9-0. Lokasangraha Press, 624, Sadashiv Peth, Poona 2. (m).

- Sch World*—*School World*. K. G. Warty, ed. Rs. 3. 117, Thalakwadi, Belgaum. (m).
- South Ind Teach*—*South Indian Teacher*. S. Natarajan, ed. Rs. 4. 520, High Road, Triplicane, Madras 5. (m).
- Teach Jnl*—*Teacher's Journal*. Birendra Nath Chakravarti, ed. Rs. 7. A.B.T.A. Office, 15, College Square, Calcutta. (m).
- Teaching*—*Teaching*. Rs. 3-8-0 Oxford University Press. P.B. No. 31. Bombay 8. (q).

KEY TO ABBREVIATIONS

+	Continued on later pages of the same issue.
a	Annual
Ag	August
D	December
ed	Editor
Jl	July
m	monthly
N	November
O	October
q	Quarterly
S	September.

The following is a sample explanation of abbreviations used:—

Dass, H. K.

Education a means or an end.
Educ 31 no 7: 13-15 Jl '52.

The article of H. K. Dass will be found in Education volume 31 no 7 on pages 13-15 of the July 1952 issue.

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AGGRESSION IN CHILDREN

IT is a commonplace today that the aim of education is to help the child to grow into an integrated and healthy-minded adult, and that the chief function of the teacher is to provide and create conditions in the school that make healthy growth possible.

This task is not an easy one, particularly with children, who, because of wrong handling in the home or at school, show some deviation from the normal, and present symptoms indicative of maladjustment or lack of adjustment to life. Some children are restless and lack the power of concentration; others are shy, withdrawn and recessive. Behaviour-problems of this kind in children are numerous. Nervousness, fearfulness, anxiety, stealing, truancy, defiance, violence destructive-ness, disobedience, homosexuality, masturbation, temper outbursts, bullying and the desire to domineer are some of the more commonly observed behaviour-problems.

Need for Individual Studies

Aggression is a behaviour-problem which calls for individual investigation and remedy. Strict discipline or punishment may produce increased or more destructive aggression. The particular case has to be handled carefully and sympathetically without applying a rule of thumb, since each behaviour deviation in children has its own context and history.

In the past, psychologists tried to explain all behaviour patterns in terms of certain fixed instinctive urges and

were inclined to think that aggressive children were born with an excess of pugnacity. These earlier interpretations implied a more or less permanent labelling of children as submissive, aggressive or acquisitive on the assumption that the corresponding instinct was weak or strong. The importance of environment in the production of behaviour characteristics was overlooked or underestimated. There was a tendency to underrate the extent to which one could be aggressive in the playfield and submissive in the classroom, introverted in one situation and extroverted in another. The "instinct" hypothesis placed a limit upon educability because of its emphasis on the consistency and fixity of tendencies or inherent propensities with which the child is born. Such a doctrine treated human beings as things-in-themselves, observable as separate entities and growing according to their own inherent tendencies.

The Individual and The Environment

But in more recent years the emphasis has been laid upon the inseparable relationship between the individual and his environment. The individual is at all times enmeshed in his social environment. Whatever emotional maladjustment may exist is not, therefore, the result of inherent tendencies but is explicable in terms of the environmental conditions in which one lives.

Maladjustment or behaviour-problems of any type arise from the denial of

satisfaction of basic needs in a given environment. The human child is like a plant growing in the social soil of the community. Just as the plant needs air, water, sunshine and other ingredients drawn from the soil by means of the roots for its full growth and fruition, so also the human child has fundamental needs to be satisfied for its growth and healthy development. On the physical or physiological plane the child needs air, food, water, shelter, rest and change. On the psychological plane the most fundamental need is Security.

Security

Security is achieved if the need for affection, acceptance, approval or appreciation, adventure or new experience, self-expression, understanding or insight, freedom or independence, is satisfied. Many studies of children in psychological clinics, in juvenile courts and other institutions have demonstrated the importance of security in adjusting maladjusted children. The insecure child gives so much the picture of being at sea, of being anxious and of bearing disaster at every turn. He may feel insecure because he has been deprived of love or because of the unfriendly attitude of associates or because of capricious methods of training or discipline. He may have been denied opportunities for adventure or new experience, for self-expression and responsible service.

Aggression, as a form of maladjustment, arises from the sense of insecurity. The aggressive child is frequently insecure and so develops a fighting attitude as the energy in him is thwarted. He is revengeful and wishes to destroy things and people around him. Society in the guise of parent or teacher,

has not afforded him any chance for growth, and so he does not want anything else to grow. As far as lies in his power, he is destructive of external objects. But if his powers fail him or, if he is unable to take revenge on others, his aggression turns inward; he becomes self-destructive. Suicide is an extreme form of aggression against oneself.

A Case History

Thus, aggression may express itself either towards external objects or persons, or towards one's own self. To illustrate these two forms of aggressive behaviour, I describe two cases of children in my clinical experience at the Child Guidance Centre.

Boy X was six years old. He was sent to a school by troubled parents as he was a nuisance in the street. Strongly built, he would quarrel with many children and beat them. The neighbours complained to the boy's parents, who got him admitted into the K.G. class at the age of five or so, and then into the primary section of the school.

At school, again, the child was destructive. He would fight with younger children, tear their clothes or beat them on the slightest provocation. He was disobedient and defiant to the class teacher, and at times, would harass her. When reprimanded, he would tear his clothes, fling his book or slate away, roll on the ground and try to break his head. (He was the son of an influential officer and the headmistress could apparently take no drastic step about expelling him from the school). He neglected his work and, though intelligent, made little progress in class work. He was restless and seemingly without the power to concentrate. Children were

afraid of him and he did not make any friends. He was lonely though everybody knew him.

The class teacher brought the child to me with his mother, who, though at first reluctant to come, did so at the insistence of the teacher—a progressive woman.

The case history of the boy revealed that he was an unwanted child. The mother was sophisticated and, by formal standards, educated. She had not wanted to marry at all and had wished to be a social worker. A home and children held no attraction for her. Unfortunately, she was forced to marry by her parents. After marriage she shirked household duties and did not wish to have children. But the child was born. He upset her plans for a social service career, and, therefore, became her enemy.

Let us consider these facts. The child was born of an unwilling mother who regarded him as more or less of an intruder. She disliked him intensely. I saw that the child longed to be near her, preferably in her lap, but she would set him aside or even push him away. During our talk on the first day, the child went to sleep and when it was time for them to go, she tried to wake him up. When I asked her to lift him up in her arms and take him away asleep, she protested: "What would people think of me carrying a sleeping child like that!" Her fear of public opinion was obviously a swift rationalisation. She proceeded to wake the sleeping child roughly, and the boy, sobbing and rubbing his eyes, struggled along after her.

Happily, in later meetings, the mother grew more sensible and was induced to accept her child. The love

denied him earlier was now given him gradually. The sense of rejection diminished and a sense of security was born in the child's mind. The teacher, for her part, was made to realise her function as a substitute parent, since the lack of affection in the child's home had to be corrected at school. The teacher took a personal interest in the boy, called him to her more often, and encouraged him with personal interest and affection, gave him toys or drawing books, talked to him like a mother and ignored occasional lapses of temper. In course of time the boy grew more settled, less aggressive and, it is hoped, he will be a normally adjusted youth in years to come.

Another Case History

The second case is that of a boy of about six years. He had occasional fits when he would fall on his back and hammer his head against the floor, with the result that there was a wound on the back of his head. He was nervous and withdrawn. The case history revealed that the father was short-tempered and a drunkard. He did not look after his family, bullied his wife and beat the boy, his only son. The child was frightened and insecure. He was angry with the father but helpless to retort, and his stored-up aggression, finding no other outlet, turned in upon himself. There was thus an unconscious tendency to destroy himself; hence the fits and the attempts to break his head. In an atmosphere of quarrels beating and bullying the child had a social climate surcharged with hatred and neglect. He was doubly hostile towards his father, because of his own security and the threatened loss of his mother.

The boy was put through various play sessions in the play-room. He was quite unresponsive at the beginning, but with the proper 'rapport' established, his aggression was released. He destroyed many toys and cut the neck of one animal, the tail of another and the leg of a third by crushing them between his teeth. He would throw away things here and there heedlessly and dance up and down the room with glee and a delight in destruction. Identifying me with his father, he threw water on me and mud from the sand tray, and did it again and again. He threw water on my table, spoiling some papers; then, climbing on the table, he clung to me. All this was allowed as the child's ambivalent attitude towards the father was evidently finding easy expression. He would use the toy gun freely and

"shoot". Play of this kind released his bottled-up aggression, and the sense of acceptance which the child developed in my company gave him a new start in life. The follow-up with the parents was difficult, but worked in time.

These two cases illustrate the two predominant forms of aggression. Aggression in children is not born of an instinct of pugnacity, nor is it the inevitable result of animal vitality bursting to declare itself in fight. It is a behavioural symptom arising from certain environmental difficulties. Teachers must pay more attention to the individual child and not apply a common rule to all. Each pupil has his own developmental history; each pupil calls for special analysis and handling.

Uday Shanker

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I. SCHOOL BROADCASTING IN AUSTRALIA

THE early ideal of Australians to provide free, secular and compulsory education for children was in some ways easy to achieve, in a land where educational services grew with the community.

However this development from scratch, in widely separated settlements with different economic opportunities and political affiliations has left a legacy of problems which the introduction of broadcasting has helped to overcome.

When the Commonwealth of Australia was born in 1900 the responsibility for education was not one of the powers handed over to the authority of the Central Government. It was retained by each of the six States which united in Federation at that time and remains a State matter today.

The result is that there are six educational authorities in Australia, each applying their own systems and standards within their territorial boundaries. While there is substantial unity there are individual variations from state to state including the compulsory age for the commencement and conclusion of education. The majority of Australians, and consequently Australian schools, are situated in the Eastern States of Queensland, New South Wales, Victoria, Tasmania and South Australia. West Australians are isolated on the far side of an extensive

tract of country where few people can and do live.

Within the States, especially Queensland, West Australia, and Western New South Wales, the necessity to carry education to every child means that a large proportion of schools are rural schools, many of them one-teacher schools with ten or 12 children of all ages. There are 1200 such schools in Queensland alone.

Where the demand for a one-teacher school is insufficient, the school comes to the children of the outback by post from the central correspondence schools in the capitals.

This isolation is being overcome for, with the development of roads, there is a steady movement towards consolidation whereby a bigger school is established at a convenient centre and the children brought in by bus. Sometimes small primary schools remain and children are brought in to post-primary and secondary institutions.

This process is steadily reducing the percentage of small rural schools and bringing to more children the advantages of specialized teaching and the wider horizons of larger group activity.

The development of schools broadcasting, which began in Australia in 1934, enabled these benefits to be brought more quickly to all children in

every part of the country. In fact, considering Australia's divided educational control, great distances, the number of small schools and the isolation of children in some country areas, schools broadcasting has been able to make a special contribution to the homogeneous nature of the Australian people. And this, besides being a basic consideration in any educational system, is a matter of national concern.

Broadcasting in Australia

There are two kinds of broadcasting in Australia—the National Broadcasting Service of the Australian Broadcasting Commission, and sponsored programmes from commercial stations. The A.B.C. controls a network of 56 transmitters which provide a choice of two programmes in the capitals and adjacent areas and a composite programme through regional and short-wave stations throughout the whole of the remainder of the Commonwealth.

Through its various departments catering for the interests of young people the A.B.C. provides broadcasts for schools "kindergarten of the air"—a morning session for pre-school toddlers, and the "children's session" which takes the best type of radio entertainment into the homes in the early evening, catering in a graduated programme for all ages up to 16.

It may be asked how can one national broadcasting organisation cater for the diverse interests of six educational bodies. The answer is by a degree of cooperation between the broadcasting body and the educational authorities which makes school broadcasting in Australia somewhat unique.

A Federal School and Youth Advisory Committee consisting of the State Directors of Education and the Director of the Commonwealth Office of Education meets annually under the Chairmanship of the Commission's Director of Youth Education. (The Commonwealth Office of Education is a comparatively recent creation acting largely in an advisory capacity so far as the States are concerned). This body advises the A.B.C. upon its overall educational policy regarding broadcasts to schools with special attention to those programmes which are proposed for nationwide transmission.

Within each State there is a State Advisory Committee chaired by the Director of Education and consisting of representatives from government and non-government education authorities, the University and the Teachers' Unions. The Advisory Committees set up a number of sub-committees of specialist teachers to submit detailed plans, in close cooperation with the Commission's Youth Education Officers, for future broadcast programmes. Every programme for schools is finally approved by the Commission with the advice of practising teachers and educational administrators.

Continuous contact between the Commission and State educational authorities is maintained through Liaison Officers. In some States these officers are Inspectors or Headmasters charged with this special but part-time duty. But there is a growing practice, now extended to five states, whereby one or more teachers are seconded by the Educational Department to the Commission. These officers are paid by their Department but work at the

Commission's Offices. They concentrate upon evaluation of the broadcasts in the classroom and they take a prominent part in the planning of programme.

Listening Audience

In 1935, a year after schools broadcasting first began under the direction of Mr. Charles Moses, now General Manager of the A.B.C., there were 760 listening schools. This number has risen steadily each year, with some not unexpected tapering off during the war years, until today listening schools throughout Australia are estimated to number 7,682—about 74 per cent. of all Australian schools, with 90 per cent. of schools listening in Victoria and South Australia and 97 per cent. in the State of Tasmania.

The broadcasts are programmed for one hour daily, divided equally between the morning and afternoon. The average weekly broadcasting time available to schools in each State is eight hours and the proportion of National to State programme is one to three.

The present programmes on the Australia-wide network are:

Health and Hygiene	—	Primary
The World We Live In	—	Post-Primary
French for Schools	—	-Secondary
Music Through Movement	—	-Infants

Within each State the main programmes are:

Singing	—	Primary
Literature	—	Primary & Secondary
Social Studies and/or History /Geography	—	Primary & Secondary
Nature Study	—	Primary
Music Appreciation	—	Primary & Secondary

In addition there is a wide range of other sessions, particularly in the State programmes, which offer an extensive field for experiment and for the exchange of ideas and criticism. The policy of the Commission is that school broadcasts should be supplementary to the work of the classroom. They are designed to enrich the curricula of the schools, and to bring them personalities, talents and facilities which otherwise they might not receive.

From this indication it can be seen that although programmes are devised at both primary and secondary levels there is greater concentration at the primary level to meet the needs of children aged ten to 14. The more rigid organisation of secondary schools, under examination pressure, makes listening more difficult. Solutions to this problem are sought in several ways. Programmes are arranged in small groups with each broadcast a complete unit so that selective listening is possible. Programmes of high and original quality sometimes based upon the fruits of original research, provide an incentive that overcomes the difficulties of listening. And finally, the larger schools are being encouraged to use tape recorders thus making broadcasts available to classes at individually suitable times.

Costs and Organisation

As the broadcasting authority, full financial and professional responsibility for school programmes is borne by the A.B.C. The Youth Education Department in each State forms an administrative and production unit. Its staff constructs programmes in cooperation with the planning committees, selects

and rehearses the script writers, publishes the programme booklets, some 400,000 of which have been distributed in 1953, and produces the broadcast in the studio. Script writers are paid at market rates. A specialised staff is employed, and the best acting and musical talent is engaged. The result is professional radio adapted to a very specialised audience.

The Commission's financial obligations end with the transmission of programmes and the publication of programme booklets. The education departments are subsidising the purchase of receivers, applying minimum standards of efficiency, and installing and maintaining school radio equipment. They are subsidising the purchase of booklets and assisting with their distribution but they make their greatest contribution to the success of school broadcasting by the provision of the seconded liaison officers. These seconded liaison officers are at once the most original and one of the most significant features of the Australian system. Through such cooperation a delicate balance is maintained between teacher and broadcaster, avoiding the danger of overdoing the entertainment at the expense of education or, conversely, ruining the entertainment by too much pedantry.

The future improvement of Australian school broadcasting will lie within the broadcast script and the Teachers' College. Increasing numbers of lectures and demonstrations are being conducted in Teachers' Training Colleges and at District Teachers' Conferences. In one State a special course in school broadcasting can be taken for the Bachelor's Degree in Education.

Occasional Vacation Schools are conducted by the Commission and Education Departments in cooperation.

School broadcasting has become accepted as an integral part of Australian education.

Importance of Broadcasting in Rural Areas

Schools broadcasting, important enough in the cities and larger schools, acquires even greater significance when considering its benefits to individual pupils and small schools scattered throughout the areas of marginal population in Australia.

Look first at the children who learn by post. The State Correspondence Schools organise the education of children in scattered homes, and incapacitated children all over Australia.

Special broadcast sessions, in addition to regular school broadcasts, have been devised to bring the Correspondence School teachers into more direct contact with their pupils. They also serve as a link between the regular school programmes and the teacher-less child who must rely on the guidance of an already over-worked parent supervising correspondence lessons.

And for the many small one-teacher schools broadcasting brings variety and knowledge beyond what can be expected of one teacher. It also brings skills such as singing, musical accompaniment where instruments are rare, and dramatic presentation impossible under rural school conditions.

Many rural schools have reorganised their time-tables to permit the use of school broadcasts. Individual children of the appropriate age listen to the broadcast while others continue with class work.

Australian rural school policy has

always been to endeavour to give the country as nearly as possible the advantages of the cities. Radio has brought people, ideas, experiences and interests to country children and has thus contributed to the general level of Australian education.



II. The Classroom Visits the Child

(A Radio Experiment in Central Australia)

THE Alice Springs "School of the Air" is something new in radio and in education. It has been made possible by the radio network of the Flying Doctor Service and the modern radio transceiver or two-way wireless.

The School of the Air takes the classroom out to the distant and isolated child. These children can now ask or answer questions, or they can show just what they have learnt of song or story. Hundreds of miles away they can hear the bell in the grounds of the School at Alice Springs or they can hear the murmur of voices and the tread of feet. They can sing with a class or write their spelling and their answers to mental arithmetic and then correct what they have written. They can be introduced to ideas and information by highly skilled teachers and can listen on record to stories and dramatisations of history.

The idea was born many years ago in the mind of one of South Australia's most energetic educationists, Miss Adelaide Miethke. This far-seeing woman grasped the relationship of the radio, the Flying Doctor Service, and the educational needs of the outback child. It has taken years to work out

the details, and many months of careful experiment to turn a spectacular technique into a worthwhile activity.

However, the moment at last came to launch officially this unique service, and it was opened on June 8 by His Honour, the Administrator of the Northern Territory, Mr. A. R. Driver. No one present in the little group on the lawn before the Flying Doctor Base in Alice Springs could fail to be moved and impressed by the demonstration that followed the official speeches, all of course heard by anyone tuning in to the Flying Doctor Radio.

The Demonstration opened with a roll call over what must have been an area of some thousands of square miles. As each listening point was called, in came the voice clear and strong over the rush of the short wave signal "Nine Charley Sugar, three children listening, over", "Nine Able bodied 13 children listening, over", "8HP five children listening, over", "8ZO one child listening, over", and so on until 36 children had been marked present each calling the code number and the code letters which are attached for clarity to striking words, such as Charley Sugar.

The lesson followed. Just that quiet, stimulating kind of talk that sticks in the mind when given by a teacher who loves and understands children. It was no lecture, no ear-bashing. It gave information and related new knowledge to the scenes and people that the child knew. Then came a group of children at the school in Alice Springs who led the singing of a song, going over each phrase and leading the listener's singing.

But the final art was unique and was found strangely moving by the audience. It was the turn of the children. On this occasion they elected to show what they had learnt over the air and most chose songs. From one point, a class at a Mission sang a song they had learnt from the class at Alice Springs. From another point a small girl sang a Kindergarten Song in which the final word was the "over" that signals the change of direction on the air. At the last point called, the teacher explained that the little group felt unable to sing a song—that would come later, but they would love to say their twice times table. And from far away came the children's voices proceeding faultlessly through their twice times table as far as ten.

Just how significant is this experiment? It is undoubtedly a great triumph for the Flying Doctor Base at Alice Springs, just one more magnificent service for the people whose isolation the Flying Doctor Service has already so reduced. The Flying

Doctor Service is a National necessity as well as an object of great pride to Australians. The School of the Air is undoubtedly as important to the outback child's formal education, or at least the foundations of that formal education. The Correspondence Schools are excellent, but the answers are slow in coming, and they lack the interest of immediate companionship. The School of the Air sweeps its scattered pupils into a great classroom even though one not made with hands. The vital interplay of teacher with child and child with others is at least present in feeling as well as in imagination. And what is more it is in the present.

It is this social education that is the vital thing in The School of the Air,—the factor that makes it, above all, worth while. Only those who have known the isolated child, or family in the outback, or the tiny school at Mission or township can know the disabilities of such isolation in a child's formative years. The School of the Air brings children together, stimulates interest, breaks down diffidence, arouses emulation, and does something to draw the individual into the company of his own generation. Many of these isolated children have to leave home and live in hostels in order to go to school. What they sometimes go through in making their first contacts is a hard and bitter experience. The social bond of the School of the Air could go far to turn fear and resistance into a desire for a closer sharing of other children's society.

THE SWISS UNIVERSITIES, THEIR CONSTITUTION AND CHARACTER

THE Swiss universities generally have a good reputation in India and are frequently chosen by Indian students who want to continue their studies in Europe. Always welcome in Switzerland and given all assistance possible, these students are all too often not sufficiently well-informed about the Alpine Republic to make their stay there profitable and pleasant. In particular, they do not always study in advance the strict conditions of entry which, to the uninitiated, may seem to make it curiously difficult to obtain admission to the seven Swiss universities, the Federal Institute of Technology at Zurich, or the Commercial University at St. Gall.

The Swiss Educational System

The college system is unknown to the Swiss universities. In order to be admitted to a university, a student must have passed the "Maturity" or Matriculation examination (baccalauréat), that roughly corresponds to the B.A. degree under the British and American systems. The programme of studies—except in medical and technical sciences, where time-tables are more rigid—leaves the student great personal freedom in the planning of his course of studies. Programmes of studies are at his disposal, and the deans of faculties will gladly lend him their advice and help. In principle a foreign candidate will be admitted (matriculated) only if in his own country, he is considered qualified to study in the

corresponding faculty of a state university, or a recognized private institution of academic rank.

In all sections studies begin with a series of lectures, which later on are supplemented by exercises in which the student has to prove his ability for practical work in his future profession. This prepares him to take examinations that lead to academic degrees (licence, diploma, doctor). To obtain the Doctor's degree a thesis or "dissertation" is required, i.e. a scientific study showing that the young scholar is thoroughly acquainted with the problem set him, literature on the subject and, if possible, demonstrating his competence for original research.

Universities

In general, Swiss university degrees are highly respected in all parts of the world. Swiss students usually devote three to five years' hard work to university studies, and should then be fit for a successful career in practical life.

There are in all nine schools of university rank in Switzerland, viz. seven cantonal universities, a commercial university, and a technical university. Three universities are situated in the French-speaking part of the country: Geneva, Lausanne, and Neuchâtel. Here, all teaching is given in French. Three universities—Basle, Berne and Zurich—lie in the German-speaking part of the country. Here, German is the medium of instruction.

At the international Catholic university of Fribourg, situated on the border of the two languages, lectures and lessons are given in German and French and for students of Theology, in Latin. Every university has five faculties: Theology, Law, with Economic and Commercial Sciences, Medicine, and Philosophy (Letters, and Natural Sciences). The medical faculties of Fribourg and Neuchatel take students only for the junior courses (propædeutical). For the clinical semesters the students have to go to one of the bigger universities. There is considerable variety in the organisation of various faculties.

The Federal Institute of Technology at Zurich teaches the Technical Sciences, Engineering, Forestry, and Agriculture. There is, moreover, a so-called "Free Faculty" that provides lectures and exercises on a wide range of general subjects. The teaching of the main subjects at the Federal Institute of Technology is done both in German and French. There is another High School of Technology, called "Ecole Polytechnique" at Lausanne, organized as an autonomous faculty of Lausanne University. In addition, Lausanne and Geneva have each a School of Architecture incorporated in the university.

The Commercial University of St. Gall caters chiefly for the study of Economic Science and Business Administration. It has also a section of Technology and Natural Science. German is the medium of instruction.

Detailed information concerning the various universities as well as the organization and special aspects of academic studies in Switzerland can be obtained free of charge from the Central Office for University Studies, Sonneggstrasse 26, Zurich. Letters should be written in English, French, German or Italian.

General Conditions

Most University Professors in Switzerland speak English fairly well. It is even possible to get permission to write dissertations in English.

The costs of studies and living in Switzerland naturally vary according to the students' standard of living. Fees for studies included, it may be possible to live modestly on 300-400 Swiss francs per month. On 400 to 500 francs per month, a student should be able to live quite comfortably.

Studies at universities may be started in autumn (October) or in spring (April). At the Federal Institute of Technology the academic year starts in October only.

The holidays last from the first or second week in March to the middle of April and from the middle of July to the middle of October. In summer (July to October) numerous holiday courses or "summer schools" are held for French language and literature at Geneva, Lausanne and Neuchatel, for general and political subjects (sometimes even in English) chiefly at Fribourg and Zurich.

E. Fueter

(This is the fourth in our series on Indian Education)

WITH David Hare began, in a way, a new era in Indian Education. The story of Hare is the story of a man who without himself being an educationist in the strict sense of the word, revealed remarkable insight into the educational needs of the people of Bengal. He had the zeal of a missionary, but was completely devoid of the sort of religious fervour which aims at proselytism. He came as if from nowhere and pursued his ideals of service among an alien people who grew to acknowledge him as one of their own. It is true that his activities were confined primarily to one city, Calcutta, but the basic pattern of his thought and action could well have suited the whole of India.

He came to India in 1800, a young man of 25, and after having made some money stayed on 'to promote the education and improve the morals of the rising generation.'

Like Macaulay, he advocated the use of the English language, but not at the cost of the mother-tongue. He was convinced that English education would provide Indians with the equipment necessary to an all-round balanced education.

His entry into the field of Indian Education was an accident. Hindu social reformers, including Ram Mohan Roy, assembled to discuss the possibility of an association to encourage Hindu philosophy and thought. David

Hare, who chanced to be present on this occasion, expressed the opinion that a college for imparting English education would be more useful for Hindu young men than anything else, a suggestion readily seized upon and acclaimed. David Hare promptly began to collect subscriptions and to impress upon Hindu parents the cultural and utilitarian value of an English education. He sought the co-operation of the Chief Justice and with the active sympathy of prominent Indians established the first Hindu College at Calcutta. This came into existence on 20th January, 1817, with the Governor-General for Patron and the Chief Justice for President. Management was in the hands of a Committee composed of Indians and Europeans.

David Hare harnessed all his energies towards making this venture a success. He visited homes of students, developed contacts with parents and persuaded many orthodox Hindus to entrust the education of children to him personally. There were the usual financial troubles, but Hare scored again by persuading the Government to come to the aid of the Managing Committee, and the Committee to accept the conditions on which assistance was offered.

In 1823, the newly formed Committee of Public Instruction recommended the establishment of a Sanskrit College in Calcutta. Almost simultaneously, there was a fresh demand for funds

from the Hindu College. It was, therefore, resolved that to enable common teaching in science in both these colleges additional accommodation should be provided and both institutions housed in the same premises. A substantial grant was to be made to the Hindu College on condition that the Committee of Public Instruction exercised some measure of control over it. This was resented by the management of the Hindu College, who thought that it would be an encroachment on their autonomy. Thanks to the foresight of Hare, a compromise was reached whereby Dr. H. H. Wilson, the Secretary of the Committee of Public Instruction, was to serve as Visitor and supervise expenditure of Government funds. The Hindu College was saved.

Through this period emphasis on English education grew in India. The Educational Despatches of 1827 and of 1830 were signs of the times, but the Committee of Public Instruction was unwilling to introduce sweeping changes. They were sceptical about the usefulness of such education on an all-India basis and, above all, were fearful of alienating religious opinion in India. The anglicist and the orientalist groups were bound to clash sooner or later, and it was unfortunate that no compromise was reached on this vital issue in its earlier stages.

The situation took an ugly turn with the so-called impeachment of the highly talented professor, Henry Derozio, a member of the staff of the Hindu College, on charges, among others, of immorality and atheism. What was Derozio's 'crime'? He had instilled a new spirit of enquiry into the students. He had advocated dispassionate and objective thinking on all questions—social, moral and religious. The

students were carried off their feet, and sometimes went to the extreme of licentiousness. Change was possibly too rapid—and the situation exploded in the resignation of Derozio.

But David Hare was deeply conscious of the fact that all modern education in Bengal must be in Bengali and in English and slowly under his influence, the students were weaned from the study of the oriental classical languages, Sanskrit and Arabic. He was convinced that an acquaintance with current western thought was India's crying need and he remained completely devoted to the policy of 'uncompromising modernism'.

A new Medical College, the first of its kind in India, was established in Calcutta in 1837. This followed a long-drawn out battle on the issue of whether or not medical education should be in English or in an Indian language. The advocates of English, which included Duff, ultimately triumphed. There is plenty of evidence to show that David Hare played a major part in establishing the medical college. In 1837, he became Secretary and later served as an Honorary Member of the Council of this College.

It is so customary to associate the name of Hare with these two colleges of Calcutta that it is at times forgotten that he also worked indefatigably for elementary education for boys and girls. He was one of the guiding spirits of the Calcutta School Society which established a number of elementary schools and took steps to provide English education to a select number of pupils who could form the nucleus of a group of qualified teachers of English.

Equally interested in women's education, Hare is reported to have said, shortly before his death, that given another ten years of life, he would live to see a fairly striking expansion in this field as well. He was intimately associated with the activities of the Calcutta Female Juvenile Society which established a number of schools for girls in Calcutta.

It must be conceded that Hare had the limitations of a zealot. While he advocated western thought, he was full of contempt for oriental classical languages which included Sanskrit and Arabic. Equally, he failed to realise the importance of scientific education.

His was the attitude of the ancient Roman, obsessed with the idea that all ills of the so-called 'barbaric' races could be remedied if Latin were made the vehicle of culture.

It remains nonetheless an extraordinary fact that without being a Government official or a missionary, David Hare achieved so much by sheer will-power, vision and commonsense and laid the foundations of a type of secular education which formed the basis of the future educational edifice of the country. He was convinced that the mists of ignorance and superstition could only be dissolved by a vigorous secular education cast in the English mould.

A. N. Dhawan

A ROUND-UP OF IMPORTANT RECENT ACTIVITIES OF THE MINISTRY OF EDUCATION

All-India Examination to Replace Cambridge School Certificate Examination

The recommendations submitted by the Committee appointed by the Conference held on the 19th July, 1952 to consider the replacement of the Cambridge School Certificate Examination by an All-India Examination are at present under consideration of the State Governments and the Secondary Education Commission.

Conference of State Education Ministers and Vice-Chancellors

A conference of State Education Ministers of Part 'A' and 'B' States and Vice-Chancellors of all Indian Universities met on the 18th and 19th April, 1953 to consider steps to be taken to co-ordinate the work of universities and maintain high academic standards. The conference resolved that as the Government had already decided to set up a University Grants Commission, it was not necessary to constitute a separate body as proposed in the Draft Bill prepared by the Government. The conference made recommendations regarding the constitution of the University Grants Commission and its functions. The conference also suggested that steps should be taken to encourage manual work and social service among students at the University and Higher Secondary levels.

The recommendations are under the consideration of the Government of India.

Five-Year Plan

On examination of the Five-Year Development Plan concerning non-scientific and non-technical subjects of all Universities in India, the Government of India have selected some schemes and have sanctioned a sum of about Rs. 20 lakhs to ten universities during 1952-53 subject to certain conditions.

Central Institute of Education, Delhi.

Admissions to B. Ed. and M. Ed. courses for the current session in the Central Institute of Education have been made as a result of tests evolved at the Institute for assessing the intelligence, aptitude, etc. of the candidates reinforced by personal interview and group discussion.

Anthropology

A systematic survey was undertaken among the Onges of Little Andaman and the Nicobarese of the Car Nicobar Island and nearly 300 Onges in the interior of the Island were contacted.

A survey in the neighbourhood of Calcutta is being carried out on children ranging from a few months to adolescence by X-Ray and other anthropological techniques with a view to obtaining accurate data on the pattern of growth among Indian children. This study forms part of a long-range project to be continued for ten years.

The first issue of the Bulletin of the Department and the Hindi version of "The Racial Elements in the Indian Population" have appeared during this period. Treatment and restoration of pre-historic animals remains recovered from the various sites in the country, are being conducted and a large number of specimens has been added to the collections that are being chemically treated and catalogued.

A German Anthropologist, Dr. Gisela Benninghoven, selected under the Indo-German Industrial Co-operation Scheme, has joined this Department.

ARCHAEOLOGY

Central Circle, Patna

Among the important activities mention may be made of the extensive conservation measures carried out to protect monuments at Manir, Nalanda, Rohtas Fort, etc.

Eastern Circle, Calcutta

Special repairs to Konarak temples, Caves at Khandagiri—Udayagiri, Sibdol temple, etc., have been affected.

Over 250 inscriptions were discovered under the Government Epigraphist, Oofa-camund.

Indian Museum, Calcutta

The Indian Museum, Calcutta, has introduced short and descriptive trilingual labels (in English, Bengali and Hindi) into several galleries with a view to helping the average visitor to understand the significance of museum exhibits.

The Southern Circle, Madras

The Southern Circle, Madras, has carried out an extensive programme of conservation work, structural repairs to the various temples. More than 100 monuments were added to this circle as a result of the merger of Pudukkottai State with the Tiruchirappalli, and inspection of all the important monuments has been completed and in many cases first-aid repairs have been done. Similar work has been undertaken in the South-Eastern Circle and the Western Circle.

Excavation Branch, New Delhi

The Excavation Branch, New Delhi, has concentrated on locating the material remains of the so-called Dark Age of Indian History. Surface surveys by the Department in Bikaner have been carried out between January and March this year. The programme was tackled by spade work and a 60-foot high mound near Rupar in Ambala district was partly dug up.

Northern Circle, Agra

Special repairs to the Taj, implementing the recommendations of the Expanded Advisory Committee appointed in 1943 for the restoration and conservation of the Taj Mahal at Agra continue to be made.

Cultural Activities

The Indian Council for Cultural Relations, Delhi, has given some financial assistance to Shri Dilip Kumar Roy and his daughter-disciple, Shrimati Indira, to give performances of Indian music in the U.S.A. and European countries.

Mr. P. K. Dutt of N. R. Sircar Medical College, Calcutta, was selected as a student delegate to the New York Herald Tribune Forum held in March, 1953.

A set of 48 books was purchased on behalf of the Department of International Studies of the Massachusetts Institute of Technology and sent to the Education Secretary at Washington for transmission to the Institute.

Funds amounting to Rs. 1,092/8/- have been provided for purchase of Hindi Books for presentation to the Universities of Oxford and Cambridge.

A sum of Rs. 2,100 has been sanctioned in connection with the inauguration of the Indo-Egyptian Foundation by the Embassy of India in Cairo during the Month of March, 1953.

The Iranian Ballet, brought to India by Madame Nila Cook, has been given financial assistance of Rs. 10,000 from the funds of the Indian Council for Cultural Relations. After giving performances in Bombay and Calcutta, The Ballet came to Delhi and gave its first performance on May 22, 1953. From here it moved on to other principal cities of India.

Under the scheme of financial assistance to persons distinguished in letters, arts, etc., who may be in indigent circumstances, aid in the shape of a lump sum grant and/or allowances will be sanctioned by a committee consisting of the Prime Minister, the Minister for Education and the Finance Minister. So far, assistance has been sanctioned and paid to three persons while hundreds of applications are under examination.

The scheme of Presidential Music Awards inaugurated last year was approved as an annual feature. In March, 1953 the awards were given to four more distinguished musicians chosen from all over India on the advice of the National Academy of Dance, Drama and Music.

Besides other grants, grants totalling Rs. 12,350 were given to two institutions for the translation and publication of 'granth's on music. A grant of Rs. 5,000 was made towards the Children's Paintings Exhibition.

Jaipur House, New Delhi, has been secured for setting up a National Art Gallery.

Five scholarships for survey of, and research in indigenous arts in selected areas, were sanctioned. Provision has been made in the current year's budget for more such scholarships.

To augment cultural activities in India and abroad, a provision of Rs. 24.12 lakhs has been made in the budget for 1953-54 in addition to the usual provision made for such work.

Delegation from Kabul

After participating in the Unesco Seminar on Compulsory Education held at Bombay in December, 1952, the delegation of three headed by Dr. Abdul Kayeum, President of Teachers Training Institutions, Kabul visited Delhi where it stayed from 25th December, 1952 to 6th January, 1953.

Recruitment of Indian Teachers for Foreign Institutions

Mr. R. A. Snoxall, Deputy Director of Education, Government of Uganda, came to India in January, 1953 and stayed till about the latter part of February, 1953 to select Indian teachers for service in the Protectorate Government. The Education Departments in the various State Governments assisted him in the final selection of teachers.

Five Indian teachers have been selected for service in Afghanistan and they are likely to leave India for Afghanistan shortly.

Scholarships for the Study of Indian languages in Central Universities

It has been decided to institute at each of the Central Universities of Delhi, Aligarh, Banaras and Visva-Bharati, with effect from the current academic year, two prizes of the value of Rs. 500 and Rs. 250 respectively for the study of Bengali, Canarese, Marathi, Malayalam, Tamil and Telugu.

Gift of Radio Sets from Norway

Out of the 105 Radio Sets offered to India by the Norwegian National Commission through Unesco, 21 have already been received. The remaining sets are on their way to India now. These sets will be distributed to schools in Delhi State.

Education Sections Abroad

An Education Section has been set up in the Indian Commission, British East Africa, Nairobi for work relating to cultural activities in that country, and another is being set up in the Legation of India, West Germany, Bonn, to look after the welfare of students and trainees sent to that country under the Indo-German Industrial Cooperation Scheme.

History of Freedom Movement in India

The Government of India have set up a Board consisting of nine members in connection with the compilation of the History of Freedom Movement in India. The Board met for the first time in January 1953 when the Prime Minister and the Education Minister addressed it. The Board is expected to take three years to complete the work, the first two years in collecting and sifting the material and the third year in drafting the History.

Indological Research

The Committee of eminent scholars set up to advise the Government in the matter of co-ordinating plans of Indological Research and of sanctioning grants to institutions conducting such research met on March 3, 1953 and made its recommendations, which are under the consideration of the Government.

National Archives of India

This Department is concerned primarily with the custody, care and preservation of the records of the Government of India and with making them available for administrative reference and historical research. The Department also secures microfilm copies of documents of Indian interest from foreign repositories.

53 reels covering 9,15,000 pages of the Dutch East India Company's records between the years 1677 and 1693 and five reels of 18th century documents covering 10,000 manuscript pages from the Bibliotheque Nationale, Paris, have been secured.

A collection of manuscripts of the late Mrs. Sarojini Naidu was purchased. Altogether 3,04,388 files and 250 films were listed during the period under review. Besides, 4,117 files of the Central India States Agency and about 1,000 other documents were listed with some indication of their contents.

The repair services was also utilised by several Government and private agencies. 37 sheets of Gandhiji's letters and 319 sheets of Tagore's writings were also repaired by special process.

Microfilming was undertaken on behalf of the Government and outside agencies and private individuals. Special mention may be made of letters from the Secretariat of the Vice-President of India, two letters exchanged between Gandhiji and Tagore and some news items and letters in the Railway Centenary Exhibition.

The 29th Session of the Indian Historical Records Commission was held at Bhopal from 10th to 12th February, 1953. Among resolutions of important archival matters, the most significant was the one which recommended that the Government of India should set up a Committee of Experts representing archives, library and museum interests to study problems of protection of cultural properties during an armed conflict.

An Exhibition of historical records, manuscripts, seals, photographs and paintings, was organized by the Government of Bhopal in connection with the session of Indian Historical Records Commission where exhibits from the National Archives of India and from other sources were displayed.

National Library

Heirs to the late Sir Ashutosh Mukhopadhyaya added to the munificent gift of their father's magnificent Library already made to this Library, by about 7,000 standard books.

National Museum

In February, 1953, the National Museum arranged to exhibit illustrated painted pottery, etc. for the most part belonging to the Kushan period found in Bikaner by the Swedish Archaeological Exploration party.

Physical Education

A meeting of the Advisory Board of Physical Education and Recreation took place in February, 1953, when a Sub-Committee was appointed to make a survey of the existing arrangements of these activities in the country and to suggest means for their improvement.

Steps were taken for Research in Yoga by giving a grant of Rs. 10,000 to the Yoga Research Institute at Lonavala, Poona.

Blind Welfare

During 1952-53 the Government of India awarded 11 scholarships to blind students for post-school studies. The cost of these scholarships was shared equally between the States and the Central Government.

An expert from the United Nations visited India with a view to recommending to the U. N. the type and extent of assistance they can give in the establishment of an International Blind Welfare Centre at Dehra Dun.

Youth Welfare

Shri G. D. Sondhi, Honorary Adviser to the Government of India on Youth Welfare, joined the Ministry on 15th April 1953. Model schemes on Youth Welfare are being worked out regarding Manual work and Labour Service by students and Compulsory Physical Education in schools and colleges.

Indian National Commission for Cooperation with Unesco

The interim Indian National Commission for Cooperation with Unesco which was set up in 1949, has now been converted into a permanent commission. It is an advisory body to the Government of India in matters relating to Unesco, and will also serve as a liaison between Unesco and the institutions working for the progress of education, science and culture.

It is proposed to organise important seminars on problems like workers' education, free and compulsory education, methods of education for world citizenship, teaching of foreign languages, popularization of science, translation of Indian classics, circulation of Unesco exhibitions.

For the financial year 1953-54 a provision of Rs. 1,70,000 has been made for the Indian National Commission and implementation of Unesco programmes in India. The Indian National Commission has been actively associated with a project on the study of various aspects of social tensions. The Steering Committee which met in February reviewed research work already done by various teams for financial assistance.

Training of Specialists for International Service in Fundamental Education

The Ministry of Education in consultation with the Head of Fundamental Education Division of Unesco has accepted Unesco's proposal for locating in India a Centre for training in Fundamental Education. The centre will be established at Mysore. Apart from the fellows from European countries, there will be two Indian specialists in the Centre. It is expected to start work about October this year. All expenses of the centre will be borne by Unesco.

Unesco Seminars

The Government of India have provisionally decided to participate in the Unesco Seminar on (1) the "Use of Visual Aids in Fundamental Education", and (2) the "Teaching of Modern Languages". The first of these will be held in Sicily during September-October, 1953 and the second at Nuwara Eliya, Ceylon, in August, 1953. The State Governments and universities have been invited to nominate participants in the seminar.

Seminar: Gandhian Outlook and Techniques

A verbatim report of the 'Gandhian Seminar' held at New Delhi between the 5th

and the 17th January, 1953, has been published under the auspices of the Ministry of Education. 1,000 of the 4,000 copies published are on Indian hand-made paper. Photographs of Mahatma Gandhi and of delegates to the Seminar appear at various places in the publication.

Price:

Hand-made Edition—Rs. 6/12/-

Ordinary Edition—Rs. 3/12/-

It has been decided to print another publication of proceedings of the "Seminar on the Contribution of Gandhian Outlook and Techniques to the Solution of Tensions within and between Nations". Unesco has already agreed to publish the conclusions and recommendations of the Seminar as their publication.

FIVE-YEAR PLAN OF EDUCATIONAL DEVELOPMENT

Basic and Social Education

(1) Of the five schemes already outlined, two, namely, Intensive Educational Development in a selected area in each State and Educational and Cultural Improvement Experiments were initiated. These schemes are designed to work out techniques of Basic and Social education from the primary to the post-graduate (training) level and to establish a set of model institutions in selected areas. Grants-in-aid totalling about Rs. 60 lakhs were sanctioned by the Central Government for these two schemes during 1952-53.

(2) A circular letter was sent to all State Governments for submission of proposals by them in accordance with the objectives and purposes of the various schemes and sub-schemes. The main schemes, which are to be implemented by the State Governments and the Central Government, are as follows:

- (1) Intensive Educational Development in a selected area in each State.
- (2) Improvement of Secondary Education.
- (3) Development of Audio-Visual aids, production of Basic and Social Education literature and propagation of Hindi.
- (4) Grants to States for cultural or educational improvements and experiments.
- (5) Education of Delinquents.

- (6) Grants to voluntary organisations for cultural or educational improvements and experiments.
- (7) Promotion of Youth Welfare.
- (8) National Fundamental Centre.
- (9) Bureau and Text Books.
- (10) National Central Library.
- (11) Centre for Adult Blind.
- (12) Pre-school Education.
- (13) Vocational guidance.
- (14) Model Basic Schools in Urban areas.

(3) The Committee set up under the scheme of direct participation by the Central Government in the administration and supervision of Delhi State's schemes of Basic and Social education envisaged in the Five-year Plan, discussed ways and means of establishing a set of basic and social educational institutions in Delhi State which could serve as a model for other States.

Secondary Education

(1) The Commission on Secondary Education has already completed its tour of the country and its report is expected to be completed by June, 1953.

(2) A Summer Camp for Headmasters has been arranged at Taradevi, Simla from May 17th to June 27th, 1953, with a view to helping Headmasters all over the country to exchange ideas and discuss common problems.

Popular Encyclopaedia Committee

The measures which should be adopted to hasten the preparation of the People's Encyclopaedia were discussed at a meeting of the Popular Encyclopaedia Committee held at New Delhi on 26th March, 1953.

Training Course by Unesco

In the field of Social education, two training courses in the production of book-illustration, filmstrips, pictures, charts and literature for neo-literates were arranged by Unesco in association with this Ministry. These were of the duration of three months and were held at the Central Institute of Education, Delhi, for the States in Northern India and at Mysore for the Southern States. About 50 persons in the category of artists, photographers and writers who are generally engaged in Social education work have participated. Expenditure in connection with the purchase of equipment,

materials, etc., has been borne by the Ministry of Education. Unesco provided the services of four experts—two Indians and two foreigners—and also the use of equipment required for the course.

The Report on Social Education in India from 1947 to 1951 has been prepared and is being examined for publication.

The Ministry of Education have been helping the Community Projects administration in the formulation of their educational programmes in the Community Project areas, and particularly in the scrutiny of the educational budgets of the Community Projects in the States of Bombay, U.P., West Bengal, Punjab, Bihar, Orissa, Delhi, and Madras etc.

A short course was organised in educational statistics—the fourth in the series of courses—for the benefit of officials working in State Governments, universities, institutions, etc., from whom the Ministry of Education collect statistics. Seventeen officials from the various States participated in the course which lasted from the 28th March to 2nd May, 1953. In addition to instructional and practical programmes, ten lectures by distinguished persons were arranged.

The following priced statistical publications/pamphlets have been recently brought out:—

- (a) Libraries in India, 1951 (Rs. 8/12/-),
- (b) Education in India 1948-49 (Rs. 11/4/-),
- (c) Education in the States of the Indian Union, 1949-50 (Rs. 4/14/-), and
- (d) Institutions for Higher Education in India, 1953 (Rs. 1/6/-).

Publications

In the last three months the Publications Section of the Ministry has brought out "Gandhian Outlook and Techniques", a verbatim report of the 'Gandhian Seminar' that took place in January this year. It has also published "The Single Teacher School" by J. P. Naik; "Directory of Universities and Other Institutions of Higher Learning in India—1951-52" and "Higher Education in India"—a Handbook for Overseas and Indian students.

It has under publication—"The Training of Educational Administrators"; and "A Provisional List of Technical Terms in Hindi for Secondary Schools".

The March number of "The Education Quarterly" appeared in the first week of March.

The Sales organization of this Section has continued to expand and monthly receipts have increased beyond all expectations. Advance publicity, reviews and sales publicity have greatly improved the market for publications of the Ministry.

The Lakhani-Pires Appendix of "The Report on the Productive Aspects of Basic Education" has been cyclostyled and issued to persons interested. Cyclostyled copies have also been made of "Significant Features of Reports submitted by various countries at the 15th International Conference on Public Education" held at Geneva in July, 1952.

The sale of Bureau publications for the months of February, March and April, 1953, has been as follows:—

	Copies.
Teachers' Handbook of Social Education	... 316
Writing Books for Adults	... 264
Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes	... 254
Directory of Universities and Other Institutions of Higher Learning in India	.. 117
The Single Teacher School	.. 172
The Education Quarterly (casual sale)	.. 35
Fresh Annual subscriptions to the Quarterly	.. 28
Miscellaneous Publications	... 128

National Board for Audio-Visual Education

The Ministry of Education has set up a National Board for Audio-Visual Education to advise the Government of India on the development of audio-visual education in the country. The Board consists of 11 members and its first session was inaugurated at New Delhi by Dr. S. S. Bhatnagar, Secretary, Ministry of Education, on May 6th 1953.

The Board recommended the setting-up of a small nucleus unit in the Ministry of Education to undertake research in the technique of producing useful educational charts, posters and other non-projected visual aids as models for State governments

and private concerns. It also recommended the setting-up of State Visual Education Boards and the publication of periodicals giving information concerning audio-visual education in India and abroad. The Board also selected topics for children's entertainment and educational films to be produced by the Government of India in the Ministry of Information and Broadcasting.

Libraries

A successful Exhibition of Children's Literature was held at the All-India Fine Arts and Crafts Society Hall at Parliament Street, New Delhi, between April 6th and April 14th. In all, 15,213 children and adults visited the Exhibition.

The 3,500 books on display were obtained chiefly from the Central Educational Library and were supplemented by foreign Embassies at Delhi and by such organizations as the United States Information Services.

Film shows screened by the Audio-Visual Aids Section of this Ministry drew large crowds of children every evening. Paintings by children, divided like books, into age-groups—three to six years, seven to 12 years and 13 to 16 years, were a special source of interest to children and teachers.

In addition, there were booths of three-dimensional and other unusual publications—"The Story of a Book", that traced book development from the Mohenjodaro tablet to the modern printed book; a "Model Children's Library" and "Books for Children in Hindi and the Regional Languages of India".

Several requests that this Exhibition should be made mobile and tour the important cities of India, are being considered. The Exhibition will be an annual event and may be mobile from next year.

*

A Convocation for the award of Diplomas in Library Science to successful candidates of the first Library Training Course run in 1951-52 by the Ministry of Education, was held on the 7th May, 1953.

Central State Scholarships Scheme

Under the scheme one scholarship is generally awarded annually to a student of Part 'C' and 'D' States for study abroad in a subject for which adequate facilities do not exist in this country.

Overseas Scholarships Scheme

The Scheme was further modified in 1952-53 and is now restricted only to teachers of universities and other comparable institutions. The object of this Scheme is to train teachers of universities and other institutions to enable them to raise their standard of instruction and research in the country.

21 teachers have so far been sent abroad for training. The Scheme has been sanctioned for a period of three years in the first instance with effect from 1952-53. Selection for the award of scholarships under the Modified Overseas Scholarships Scheme 1953-54 has been made and 24 teachers of Universities and comparable institutions have been selected for study abroad.

Federation of British Industries Scholarships Scheme

The Federation of British Industries in 1952-53 offered seven scholarships tenable for two years for practical training in industries of Indian nationals in the United Kingdom. The Government of India will contribute £200 per trainee towards the maintenance allowance of the candidates in the U. K. The Federation of British Industries awards scholarship of £600 for the entire period to each candidate. Two candidates have so far gone to the U.K. for training under the scheme.

Under the Colombo Plan certain scholarships and fellowships were allocated to the Ministry of Education for which this Ministry made selection of candidates as follows:—

- (a) **Government of Australia 1952 Offer:**
34 scholarships were allocated. Ten of the selected candidates are at present in that country.
- (b) **Government of Australia 1953 Offer:**
Five scholarships/fellowships were allocated and the scholars selected are at present in that country.
- (c) **Government of the United Kingdom 1952 Offer:**
Nine scholarships/fellowships were allocated of which two scholars are at present in that country.

The Ministry of Finance (Department of Economic Affairs) are preparing a Technical Training Requirements Plan, which will

include demands of all the Ministries and State Governments for 1953, for the next two to three years. The requirements of this Ministry for 1953, received from educational institutions in India, have already been forwarded. A few more requirements in regard to certain educational administrative subjects have yet to be sent.

Scholarships to Foreign Nationals for Studies in India

Under the Colombo Plan, the Government of India offered 55 scholarships in 1952-53 to the neighbouring countries of South and South-East Asia under the Technical Co-operation Scheme (Colombo Plan). Of these 20 scholarships have been utilized.

For 1953-54 Scheme, 20 scholarships/fellowships have been offered to various South and South-East Asia countries under the Colombo Plan in Technology and Professional subjects. Applications for these scholarships are being received in the Ministry.

Point-Four Programme: 16 scholarships/fellowships were allocated to the Ministry of Education in 1952-53 for which this Ministry made nominations on the recommendations of the universities and State Governments. So far 11 of the selected scholars have left for the U.S.A.

Indo-German Industrial Cooperation Scheme: Under the Indo-German Industrial Cooperation Scheme the Federal Republic of West Germany offered 50 from studentships for post-graduate studies in German universities/institutions.

50 candidates were selected, of whom 33 have left for West Germany. The remaining 17 scholars are expected to leave for West Germany shortly.

Against 100 seats for training in industries, 48 candidates have left for Germany and 23 more are expected to leave shortly.

As a reciprocal measure, the Government of India offered ten fellowships to German nationals for the study of Indian languages, religion and philosophy at Indian universities/institutes. Out of these ten German fellows, nine have arrived in India and joined the institutions concerned.

General Cultural Scholarships Scheme: In pursuance of their desire to promote cultural relations between India and foreign countries and to provide whatever educational facilities are available in India to students of countries which are not so well-

equipped in this respect, the Government of India devised in 1948 a General Scheme for the award of 70 scholarships every year to Indian and indigenous students from certain Asian, African and other Commonwealth countries. Encouraged by the results of this Scheme, the number of scholarships was raised from 70 to 100 during the year 1952-53.

French Fellowships Scheme: Since the year 1945 the French Government have been awarding every year scholarships to Indian students for study in France. As a reciprocal gesture of good-will, the Government of India sanctioned an *ad hoc* scheme to award nine fellowships to French scholars for teaching and doing research at Indian universities for a period of two years commencing from the year 1950. At the request of the French authorities for the renewal of the fellowships schemes for French scholars in India, the Government of India have decided to award six fellowships during the year 1953-54 to suitable French graduates for research and teaching in Indian universities.

United Nations Social Welfare Fellowships

The Government of India have been participating in United Nations Social Welfare Fellowships programme since its inception in 1947. In 1952, 35 to 40 fellowships and 10 to 15 scholarships were offered to India. It is anticipated that in 1953 also the same number of fellowships and scholarships will be offered.

The following schemes are under consideration of the Government of India

- (a) Establishment of an International House at Delhi for foreign scholars and other visitors from abroad;
- (b) Scheme for the award of reciprocal cultural scholarships to foreign students for studies in India of the countries who are offering scholarships to Indian students for studies abroad and financial assistance to Indian students going abroad on foreign scholarships;
- (c) Scheme for the award of scholarships to Indians for specialisation in foreign languages in the countries concerned;
- (d) Government of India Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes.

These scholarships are tenable in recognised institutions in India imparting post-matriculation education.

During the year 1952-53, 6,018 scholarships were awarded against a total grant of Rs. 30 lakhs. A provision of Rs. 40 lakhs has been made for 1953-54. The last date for the receipt of applications in this Ministry for 1953-54 scholarships is 31st July, 1953. It is hoped that this provision may be raised to Rs. 50 lakhs.

Training in Graphic Art and Allied Technology

A scheme of training in Graphic Art and Allied Technology including the establishment of Printing Schools prepared by the Board of Studies in Applied Art, was discussed at a Conference of the Principals of Art Institutions in the Country and the representatives of the Applied Art Board. The Conference approved a pattern of art education on a national basis and recommended it for adoption by all art institutions.

All-India Council for Technical Education

The reconstituted Council met once during the period under report and approved the following courses of studies on the recommendations of the various Boards of Technical Studies:

- (a) National Diploma Course in Leather Technology.
- (b) National Diploma Course in Chemical Technology.
 - (i) Paints, Pigments and Varnishes.
 - (ii) Pharmaceuticals and Drugs.
 - (iii) Plastics and Elastometers.
 - (iv) Oils, Fats and Waxes.

The Council considered the recommendations of the Conference on Graphic Art and Allied Technology and directed that National Diplomas and Certificates in Applied Art be awarded to students who have studied in recognised institutions and have passed examinations approved by the Council.

The Council recommended that four regional centres be selected for the establishment of Printing Schools with the active participation of the State Governments concerned and the Printing Industry. As a result of the discussion of the Seven-Man Committee with the Planning Commission, the Commission had agreed to increase the provision for new schemes relating to technical education by another two crores of rupees. Two expert committees under the Chairmanship of Dr. S. S. Bhatnagar and Mr. Kasturbhai Lalbhai respectively

were appointed to prepare (i) a detailed plan for the development of facilities for research work and post-graduate studies and (ii) schemes to be undertaken in co-operation with industry.

Refresher Conversion Course for Architects

At the instance of the Board of Technical Studies in Architecture and Regional Planning, the Central Government in cooperation with the Government of the Punjab have organised at Chandigarh a Four-Month Refresher Course for architects and town planners sponsored by the Central and State Governments and the Indian Institute of Architects.

Establishment of Board of Assessment

With a view to securing uniformity in the matter of recognition by the Central and the State Governments, a Board of Assessment of about seven members is being set up under the aegis of the All-India Council for Technical Education to examine the standards of technical or professional qualifications and to advise what recognition, if any, should be accorded for the purpose of recruitment to Government services.

Indian Institute of Technology, Kharagpur

For the third session commencing from July, 1953, it is proposed to admit 378 under-graduate and post-graduate students in the various courses.

Indian Institute of Science, Bangalore

During the year 1952-53 the Institute was paid a non-recurring grant of Rs. 22,23,000 and a recurring grant of Rs. 17,12,000. In addition, a loan of Rs. 2 lakhs for the construction of the students hostel was also paid.

Grants and Loans to Universities and Engineering and Technological Institutions under the Schemes started on the recommendations of the All-India Council for Technical Education and the Scientific Manpower Committee.

A sum of Rs. 88,87,000 has been spent as non-recurring and recurring grants during the financial year ending March, 1953 while a sum of Rs. 9,52,000 has been paid in the form of loans to Universities and Institutions.

Practical Training Stipends and Research Scholarships

During the financial year ending March, 1953, a sum of Rs. 10,65,000 has been spent in the award of practical training stipends and research scholarships to students.

WANTED : GOOD BOOKS FOR CHILDREN

R EADING without tears and, indeed, with laughter or with absorption so deep that nothing can distract a child from the printed page, has to be seen to be believed; but those who attended the Exhibition of Children's Literature organized at New Delhi by the Central Ministry of Education between April 4th and 13th, had just this opportunity. Hundreds of children could be seen between 3-8 p.m. on school days and between 9 a.m. and 8 p.m. on holidays pouring over books and manuscripts with the delight with which children are reputed to play with dangerous missiles or to destroy their parents' most cherished gadgets. This is the first thing of its kind that Delhi has seen, and it has borne out all the expectations of exponents of good books for children since the revolution in child literature began. Over 15,000 children attended the Exhibition. None of them appeared bored; most of them were fascinated.

Paintings—Manuscripts—Decor

Whether books alone would have held them is a question that must be put to the test, for this Exhibition was composed not of books only (though there were 3,500 of them) but of paintings and manuscripts by children, of decor in green and black, red, blue and orange of plodding elephants and romantic palaces, many-coloured streamers, balloons and bunting, photographs and coloured prints. There were children's films screened twice a day, and wildly popular with all age-groups. There was a special feature—

"The Story of a Book"—arranged by the National Archives of India, that traced the evolution of the book from Mohenjodaro, through birch bark and papyrus—leaf manuscript, the introduction of paper in the Middle Ages and then through illuminated manuscripts down to the first printed books of the country in the 16th century. There was a model Child's Library and all the little dramatic tricks that beguile children, including Nursery Rhymes with catchy tunes played on a gramophone.

But the interesting thing about this Exhibition was that when the music and the shouting had died down and when decor, paintings and prints were mere memories, or familiar things taken for granted, the *child went back to his book*. To him the book was the thing. In these ten days, the children of Delhi felt and demonstrated their enchantment in the world of good books that had been opened to them.

Age-Groups

The great majority of the books were in English, because the Exhibition was intended to display good books, and the best that we have in India today are still in English. These fell into three big age-groups, 3-6 years, 7-12, and 13-16. For an average child of almost any age-group, the books for the 3-6 year-olds were probably more fascinating to look at than any others displayed. This group included such treasures as Brunhoff's "The Story of

Babar, the Little Elephant", and its sequels rendered from the original French into English in a Methuen edition; "Fairy Folks Picture A.B.C."; Nursery Rhymes with pictures, simple and elaborate; "The Story of China" by Chi Tsui; "Learning to Read" by Irene Martyn and so on. All these are well produced books. Indeed, their production alone would have justified their display at an Exhibition of good books, but the wisdom of their choice was confirmed by the fact that hundreds of small children had to be torn from them as late as 8 o'clock at night with much cajolery and some coercion.

Creative Children

The 7-12 age-group provided educationists with most food for thought, more especially on the strides that children of this group make creatively and in the uncanny power to observe. Shades of the prison house of Convention have not yet closed upon this child. He is still spontaneous and vivid. He chooses a subject for painting, for instance, without yielding to teacher influence, and executes it with daring and originality. He reads a book because he enjoys reading it.

Each group had, above the books displayed, paintings pertaining to it. There were 16 paintings in the 3-6 group, 94 in the 7-12, and 28 in the 13-16. These figures, incidentally, reflect comparative artistic fertility. Good examples of child skill existed in the 3-6 age-group and there were instances of mature work in the highest group of all. But among the children between 7 and 12 were examples of imagination and finish in execution that arrested adult attention. For both manuscripts and paintings, the

7-12 year booth was a commentary on child powers that the teacher can exploit in this age-group, and ground for speculation on the speed at which these powers should be allowed to develop at this stage of growth.

Books at the booth were almost as interesting to explore as painting was to observe, for they included such varied writing as "Russian Fairy Tales" rendered into English, the Australian Child Classic—"We Of The Never-Never"; "The Basic Science Education" series by Bertha Morrison Parker, "Folk Tales From Scotland"; "The Story of Gandhiji" by Gertrude Murray; "The Story of Jawaharlal" by Shakuntala Masani—and such old favourites as Kingsley's "The Water Babies" and Maeterlinck's "The Blue Bird".

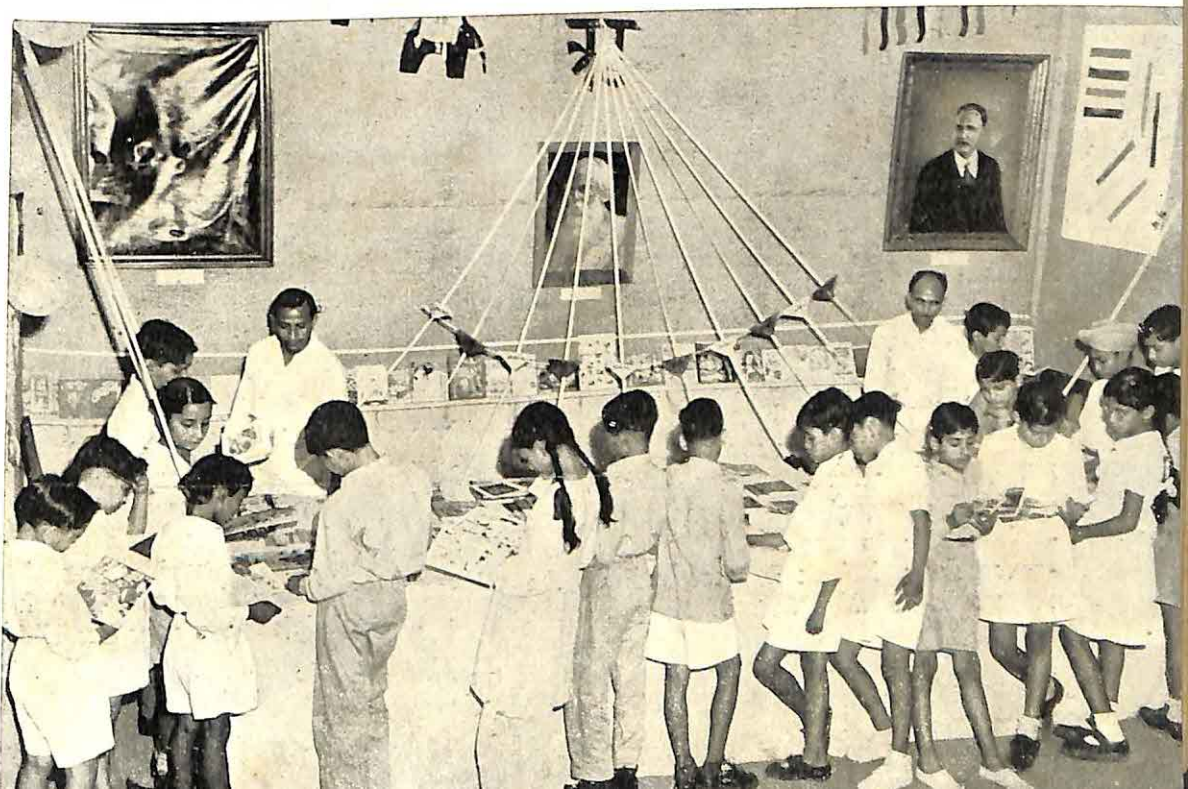
Catering for the Adolescent

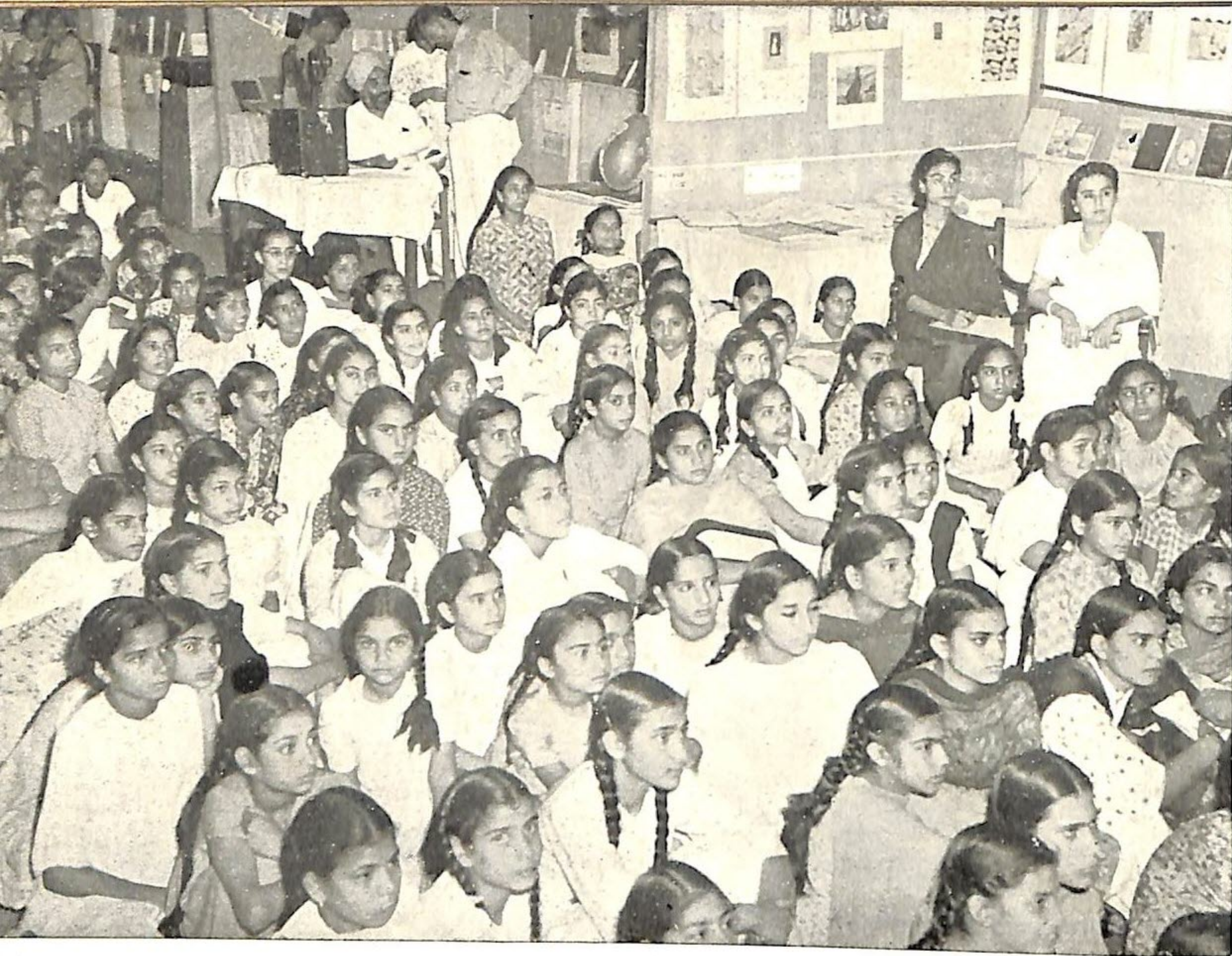
As one travelled down the booths of the Exhibition, it became clear that learning grew less pleasurable as it moved away from infancy into and beyond adolescence. There are evident reasons for this. Unlike the child, the adolescent does not require to be "protected" from difficulties, that are a challenge to ingenuity, determination and poise. Indeed, this booth was a source of some satisfaction to the teacher who still believes that instruction is a more vital part of education than the discovery and exploitation of originality. There were informative books for the scientist-in-bud, and fairly advanced biography and sophisticated literary classic for the arts-students. One found such things as "Your Telephone And How it Works", but one also found the American child classics "Little Men"



Dr. S. S. Bhatnagar, Secretary, Ministry of Education, Government of India, inaugurates the Children's Exhibition of Books. Dr. Bhatnagar is seen standing to the extreme left.

Children crowd round the booth with books in Hindi and the regional languages of India.





Girls from schools at Delhi, witness one of the popular film shows screened during the Exhibition.
The booth of three-dimensional publications.





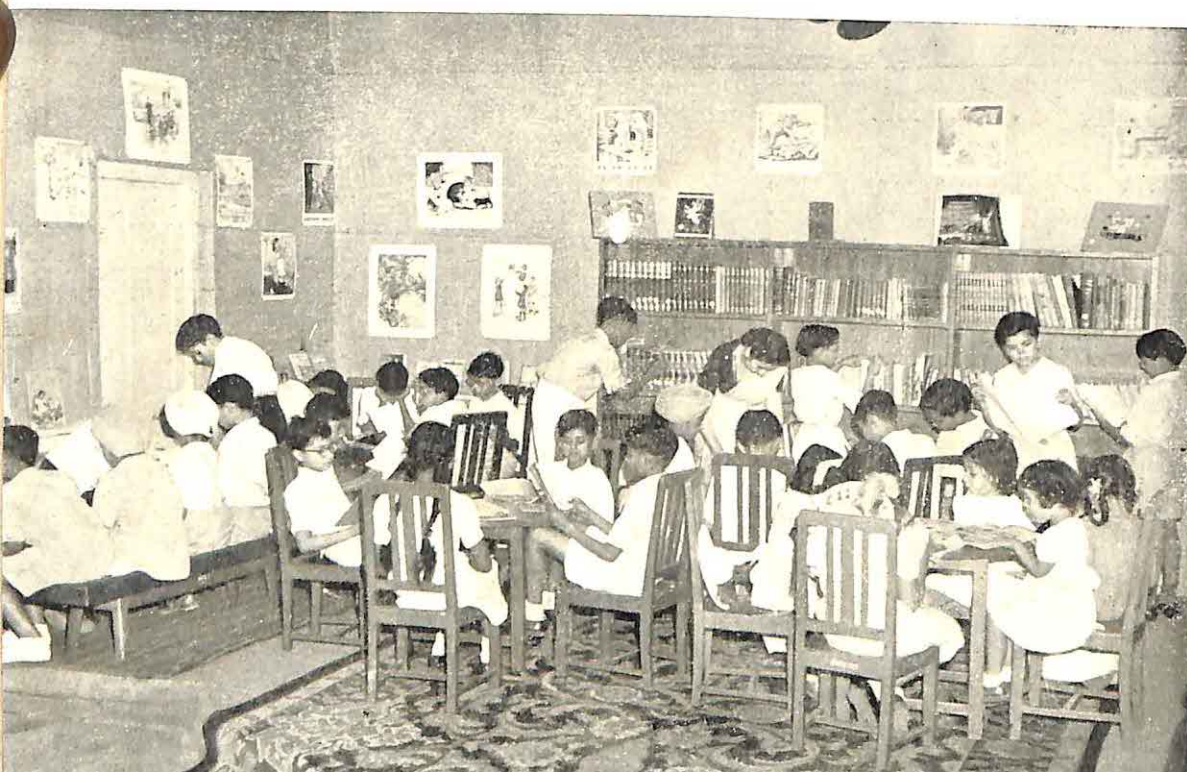
Pictures, above and below, show children at the 7-12 age-group booths of the Exhibition. Paintings on display are by children from various parts of India.





booth of foreign scripts—Russian, Italian, French and Swedish. On the wall at left are pictures painted by Danish children.

The Model Children's Library that was crowded at all hours, all days of the Exhibition.



and "Little Women". There were "Rockets, Jets, Guided Missiles and Space Ships" and "Radio for Boys" and a variety of books on general and special science, and to offset these "Eminent Indians" by D. B. Dhanapala, and "Indian Short Stories" edited by Manmohan Saksena. One ran into "Experiments in Chemistry" by Nelson Beeler and Franklyn Branly, and as a literary corrective—Eleanor Graham's "The Story of Charles Dickens" and "Heidi", the child classic of Switzerland. So what was lost in sheer artistry of presentation was compensated for by a wide range of subject and content.

Hindi and Regional Languages

Hindi and the regional languages of India had a booth to themselves, presided over by impressive portraits of Tagore, Iqbal and Hali. Some of the 300 Hindi publications revealed the tardy recognition that it is essential to entertain the small child if we are to teach him to read and to study. Booklets like "KA, KHA, GA" published by Kiran Prakashan, New Delhi, are particularly valuable, because of the pictorial resemblance that the drawings bear to letters. Then, there were enchanting animal stories, notably, "Nanhey Langoor Ki Kahani" (Rajkamal) and "Imandari", a social one-act play by Dr. Zakir Husain—published by Maktaba Jamia.

These and other books like "Desh Desh Ke Balak" (in series) by Orient Longmans, and "Samail Prasan Mala" (the Question Time series) MacMillan & Co., Calcutta, are pointers in the right direction—vivid, imaginative and promising as child productions.

Books in the regional languages left much to be desired, but this is a reflec-

tion as much on publisher—enterprise in the country, as it is on writer—and artist—enterprise, and on the general lack of information that obtains on recent publications. The remedy for this state of affairs lies with publishers who must proclaim their wares in order to create a market for them.

There were 38 books in Punjabi, 47 in Urdu, 42 in Bengali, 27 in Assamese, 33 in Marathi, 22 in Tamil, 32 in Telugu, 18 in Kannada, 39 in Gujrati and 13 in Nepali, but, unhappily, none at all in Malayalam and Oriya. All these classes of regional literature require to be supplemented in numbers and Malayalam and Oriya require to be so firmly entrenched and widely advertised that they will form an essential part of child libraries in every part of India. Drama in Bengali, biography in Urdu, dialogue and dramatised speeches in Marathi were among the more notable things in regional languages.

Valuable Contrasts

Much leeway has, naturally, to be made up before any of our publications can compete with the best of America or England, Russia or France or Italy, Sweden or Australia, for the books of all these countries were on display and books from India suffered by contrast with representative collections from them. But contrasts of this kind are valuable. The Hindi and Regional Language booth, besides being a confession of our inadequacy today in child books, was a challenge to writers, artists and publishers in India to consider the child anew. It is not, perhaps, surprising that this 'genre' of literature should lag behind adult publications with us. For even in countries like England and America that now pro-

duce child books so finished that they need no commendation, good children's literature is a comparatively recent growth. That perfection has been achieved so quickly is as much an indication of the demand for these books from the child-reading world in English, as it is of the imagination and enterprise of British and American writers, artists and publishers.

Need for Experiment and Enterprise

The Delhi Exhibition indicates how urgent experiment, enterprise and growth in this category of book are, and how essential it is for Indian writers, artists and publishers to co-ordinate their activities till good books for children appear by the million, and as a matter of course, on the Indian market. Ambitious print-orders for books are steps in the right direction, for publishers must be prepared to take risks in something that will almost certainly yield increasing returns in the next decade. Equally, there must be organizations in the States of India willing to sponsor writers who are frequently without financial reserves while they experiment in writing books for children.

A feature that was as attractive to teachers as to children, was a Model Reading Room consisting of miniature green and blue tables and chairs to match and a child-rack of books for reference and entertainment. This child library was both a teacher and a

child refuge. Dictionaries and encyclopaedias, fiction, history, geography and science in English, Hindi and the regional languages were all to be obtained here with the assistance of a 'model' librarian. On the tables were colourful journals that included "The Treasure Chest", "Bal Bharati" and "Shankars' Annual Children's Number". But much remains to be done in the field of journals for the Indian child, and this is another enterprise that might well be taken up by Indian publishers and editors. Equally, there seems to be a case for the introduction of a children's Daily Newspaper, for nothing of this kind exists on a substantial scale in India today.

Experimental Triumph

The Exhibition has been an experimental triumph, but the triumph has lain not in this or that booth, this or that feature of drama or ingenuity. It has lain in the fact that it was an "Open Sesame" for the children of Delhi or, more prosaically, a pilot project that the enterprising teacher or librarian, publisher or parent in the States of India may develop to his mind's and heart's content. Never was there a more rewarding labour. For 15,000 children in love with books are 15,000 unanswerable arguments for holding more exhibitions of the kind that the Central Ministry of Education has run for ten days for children of the Capital.

Muriel Wasi

(N. B. —For Bibliography of Children's Books see page 126.)

A NOTE FOR INDIAN STUDENTS ON SCHOLARSHIPS FOR STUDY ABROAD

WE are concerned in this note only with scholarships awarded by or through the Ministry of Education, Government of India. Certain scholarships are awarded through the Central Ministries of Finance, Health, Labour and Natural Resources and Scientific Research and others by the foreign institutions direct. For such other scholarships, information is available in the Ministries concerned and in a Unesco publication entitled "Study Abroad", published by the United Nations Educational, Scientific and Cultural Organization, 19 Avenue Kleber, Paris 16, price \$2.00 (Rs. 7/8/-) (available for inspection at the Bureau of Information, Ministry of Education, Government of India and at Book Shops).

With very rare exceptions, the scholarships awarded by or through the Ministry of Education, are restricted to teachers of universities and other institutions of higher learning, or to qualified persons already employed by a Central Ministry or a State Government or by a factory or works selected by the Government for the purpose. The idea is that the intending candidate should be a person who has received all the education possible in his line in this country, and gathered a fair amount of experience in the line he proposes to pursue. The training abroad is intended to widen his outlook and to give him such specialised education as, under the present circumstances, this country is not able to provide. The scholar should have a job he can come back to, and his training should make him do his job better and be of help in a project that his employer may have undertaken, or be about to undertake.

As the needs of the employing authority must receive great consideration, invitations to apply for most scholarships are not issued to the general public, but are sent to Government departments and other important employing authorities selected by the Government for the purpose. If such a sponsor desires to get any of its employees trained in a particular line, that authority sends his name and particulars in answer to the invitation. Generally, the schemes are sanctioned from year to year and it is not possible to inform the sponsoring authority much in advance of the particular scholarships available. An intending candidate should, therefore, keep in close touch with

his employer and ask him to recommend his name to the Ministry of Education as soon as an invitation is received from the Ministry. Generally, a short press-note is also issued, from which the intending candidate can gather that invitations have been sent out to all probable sponsoring authorities.

There is no definite time at which invitations are sent out for recommendations for all scholarships. Different schemes are run by different agencies and they decide to make or renew an offer at different times of the year. In the Appendix below, the last dates fixed for the receipt of applications in 1952-53 are noted down but these dates cannot be taken as even approximately correct for the future, as they may very well be changed by several months to suit the convenience of the institutions at which the scholars have to be admitted or of the Governments or institutions which offer these scholarships.

After reading this short note the intending scholar should find out from the list which scholarships are likely to suit him. He will be supplied, on a request to the Ministry of Education, with a leaflet showing further details of the scheme under which he aspires to be taken. The Schemes are the following:—

(1) The Government of India Modified Overseas Scholarships Scheme

This is available for teachers of universities and comparable institutions of higher learning. Generally about 25 scholarships are awarded every year under this Scheme.

(2) The Central States Scholarships Scheme

Only persons domiciled in the Parts 'C' and 'D' States are considered for these scholarships. Age limit: 30 years. Applications are received only through the State Governments concerned. Generally, only one scholarship is awarded annually.

(3) The Indo-German Industrial Cooperation Scheme

Under the 1952-53 Scheme, 100 places were offered for practical training in industries in Germany in a large variety of subjects of Engineering and Industry, and 50 places were offered for post-graduate studies in German Universities. Applications for practical training were invited only through sponsoring authorities. The Scheme has not yet been renewed.

(4) Colombo Plan and Technical Cooperation Assistance Programme (Point Four)

The Commonwealth countries of U. K., Australia, Canada and New Zealand award scholarships/fellowships to Indian nationals under a mutually agreed scheme of technical assistance, commonly known as the Colombo Plan. Under the Technical Cooperation Assistance Programme, the U. S. Government offers facilities for training in the U. S. A. for Indian nationals. The scholarships/fellowships under these schemes are available only to persons sponsored by (generally employees of) the Central Ministries and State Governments, universities and comparable institutions whose services after the specialised training will be utilised in the development plans of the country. Recommendations for awards for the next year or two have already been received.

(5) U.N. Social Welfare Fellowships and Scholarships Programme

Fellowships and Scholarships are awarded annually by the U.N. for study and observation abroad in various fields of Social Welfare. The duration of the Fellowships is normally three to six months and of Scholarships one year.

Only persons with adequate academic qualifications and practical experience in the field of Social Welfare and sponsored by Central Ministries, State Governments and important Social Welfare Organizations are considered. 25 Fellows and two scholars were sent abroad in 1952-53.

(6) Unesco Technical Assistance Programme

Awards under the above Scheme are made by Unesco in technical subjects against the approved specific requirements of certain National Laboratories and Research Stations to which experts have been assigned by Unesco under a Technical Assistance Agreement. These awards are meant for the employees of the National Laboratories and Research Stations.

(7) The Science Research Scholarship of the Royal Commission for the Exhibition of 1851

Generally one scholarship is awarded every year for research in science to a person who has completed a full University course and given evidence of capacity for scientific investigation. Age limit: 26 years.

(8) Rutherford Scholarship of the Royal Society, London

Practically the same as (5) above, but some preference is given to candidates in Experimental Physics.

(9) Brush Aboe Group Commonwealth Scholarships

The Brush Aboe Group, England, offer generally one scholarship every year for practical training and only fresh first class graduates in mechanical or electrical engineering are eligible.

(10) Federation of British Industries Scholarships

Six persons have been selected against an offer received in 1949-50. Only graduates in Engineering or Technology, with at least one year's practical experience after graduation, were eligible. Age limit: 30 years.

(11) The Massachusetts Institute of Technology Foreign Students Summer Project

For 1953-54 two seats have been given. The Seminar begins on the 8th of June and ends on the 25th of September 1953, the subjects being Science, Engineering, Architecture and Regional Planning. Age-limit: 32 years. Participants have signed a declaration that they will return to India before the 30th November, 1953.

(12) Harvard Summer School of Arts and Science and of Education International Seminar

The Harvard University invites about four to six Indian nationals who can represent India in their special fields, to participate in the International Seminar which is held every year under the auspices of the Harvard Summer School of Arts and Science and of Education. Only persons sponsored by the Central and State Governments, universities and comparable institutions are considered. Age-limit: 35 years.

(13) Barbour Scholarship (University of Michigan U.S.A.)

In 1953 one scholarship intended exclusively for a woman-graduate with marked ability has been offered, and applications have already been received and considered.

(14) The Madame Vijayalakshmi Pandit Scholarship of the Fairleigh Dickinson College, Rutherford, New Jersey, U.S.A.

has been offered in 1953. The scholarship covers tuition and fees. The period of scholarship is one to four years. Some courses suggested are Engineering for

Industrial Management, Business Administration, Dental Hygiene, Nursing, Textiles, Medical Technology and Social Service.

(15) University of Tehran Scholarships

For 1952, Tehran University offered three scholarships (including renewals) for the study of Persian. The scholarships are normally tenable for one year. Only cases sponsored by universities were considered.

(16) Yugoslavian Scholarships

Ten Scholarships were offered by the Government of Yugoslavia in 1952 for practical training in various industries for a period of one year. Only candidates with sufficient practical training and experience in the branches of industry concerned and sponsored by industrial organizations and Ministries of Central Government and of the State Governments were considered.

(17) Mexican Government Scholarship

In 1952, two scholarships were offered by the Government of Mexico in Modern Painting and Agronomical Engineering for fresh graduates, with a brilliant record, preferably with some knowledge of Spanish.

(18) Italian Government Scholarship

In 1952, three scholarships were offered by the Government of Italy for a period of one year each for post-graduate studies in (a) Engineering/Technology, (b) Science or Arts and (c) Education.

(19) Government of Turkey Scholarship

The Government of Turkey awarded a scholarship in 1950 for the study of Turkish literature, which has been renewed in 1953 in favour of that scholar.

(20) Government of the Netherlands Fellowship

The Government of the Netherlands have awarded in 1953-54 a Fellowship for research studies in a scientific subject tenable for six to eight months. Only sponsored candidates were considered. Age-limit: 35 years.

(21) British Council Scholarships

For 1953, six scholarships have been offered for lecturers in English in various universities and teachers' training colleges. The scholarships are tenable for one year. Teachers sponsored by the State Governments and universities have been considered. Applications were received direct by the British Council, Indra Palace Lodge, Connaught Circus, New Delhi.

(22) Italian Centre of Cinematography

One scholarship tenable for about two years was awarded in 1953 for training in some branches of Cinematography. Applications were received by the Italian Embassy in India.

(23) The National Research Council of Canada awards annually approximately 40 post-doctorate Fellowships for research in Pure Chemistry, Physics and the Biological Sciences. Age-limit: 35 years. These scholarships are open to nationals of all countries. Applications are received direct by the Council.

(24) Christ's College, Cambridge offers a research studentship to a graduate. Age-limit: 26 years. Candidates have to be nominated by the heads of their universities. The scholarship is open to a national of any country. Preference is given to those who have done a year of research.

(25) Unesco-Thai Government Fellowship

The Government of Thailand, on the recommendation of the National Commission for Unesco, have offered eight Fellowships to students from foreign countries for a period of one year for research work in (i) Siamese Language and Literature (ii) Sculpture (iii) Pharmacy. Only sponsored candidates were considered.

(26) The Hague Academy of International Law Scholarships 1953 Session

The Hague Academy of International Law offered scholarships to distinguished students and authors of books pertaining to International Law of all countries for the 1953 session (from 13th July 1953 to 8th August 1953).

Not more than two scholarships can be awarded in respect of any country during the year.

The applications were to be submitted direct to the President of Curatorium Peace Palace, The Hague.

Note.—For the Smith Mundt awards for maintenance in America and the *Fulbright Travel Grant*, should be addressed to the U. S. Educational Foundation in India, 17, Curzon Road, New Delhi; for *Scholarships awarded by the French Government* to the French Embassy in India, Aurangzeb Road, New Delhi; and for the *Vincent Massey Scholarship* tenable at the Toronto University, Canada, to Mr. T. D. Santwan, General Secretary, The Council of Y. M. C. A. of India, Pakistan and Ceylon, 5, Russell Street, Calcutta-16.

APPENDIX

Name of Scheme	Last date for receipt of applications in 1952-53	Remarks
1. The Government of India Modified Overseas Scholarships Scheme	20th January 1953	For 1954-55 scheme it is expected that the last date for receipt of applications may be sometime in the month of August or September.
2. The Central State Scholarships Scheme	10th February 1953	For 1954-55 scholarships the last date for the receipt of applications is expected to be sometime in the month of August or September.
3. Indo-German Industrial Cooperation Scheme	5th July 1952 31st December 1952	
4. Colombo Plan and Technical Cooperation Assistance Programme (Point Four).		
(i) U. K. Scholarship	13th October 1952	
(ii) Australian Scholarships	1st October 1952	
(iii) Canadian Scholarships		Invited in 1950-51.
(iv) Scholarships under Point Four Programme	7th May 1952	
(v) Requirements for training facilities abroad for the next few years	31st January 1953	
(vi) Requirements for training in educational subjects	10th May 1953	In 1953-54.
5. U. N. Social Welfare Fellowships and Scholarships Programme.	9th February 1953.	
6. UNESCO Technical Assistance Programme		
7. The Science Research Scholarships of the Royal Commission for the Exhibition of 1851 .	15th November 1952	
8. Rutherford Scholarships of the Royal Society	22nd November 1952	
9. Brush Aboe Group Scholarships Scheme .	1st December 1952	
10. Federation of British Industries Scholarships	...	Were invited in 1950-51.
11. The Massachusetts Institute of Technology Foreign Students Summer Project.	7th February 1953	
12. Harvard Summer School of Arts & Science and of Education International Seminar.	12th February 1953	
13. Barbour Scholarship (University of Michigan, U. S. A.)	8th December 1952	
14. The Madame Vijayalakshmi Pandit Scholarship.		
15. University of Tehran Scholarship	19th November 1952 .	
16. Yugoslavian Scholarships	31st July 1952	

1	2	3
17. Mexican Government Scholarships	29th February 1952 in the case of Modern Painting and 31st March 1952 in the case of Agronomical Engg.	
18. Italian Government Scholarships	31st May 1952	
19. The Government of Turkey Scholarships	...	Was renewed in favour of the existing candidates.
20. Government of Netherlands Fellowship	20th February 1953	
21. British Council Scholarships	15th November 1952	
22. Italian Centre of Cinematography Scholar- ships.	1st November 1952	
23. The National Research Council of Canada	15th February 1953	
24. Christ College Cambridge Studentship	1st July 1953	Date for 1953-54 given here.
25. UNESCO—Thai Government Fellowships	18th March 1953.	
26. Hague Academy of International Law Scholar- ships—1953 Session.	1st April 1953	Date for 1953-54 given here.

Education Today

The archæological excavations conducted by the K. P. Jayaswal Research Institute at Kumarahar in 1951-52 were resumed in 1953. The excavations have brought to light the existence of a Buddhist monastery *Arogya Vihar*.

The Bihar Government have recently sanctioned a grant of Rs. 6,300 for the Library of the Nalanda Pali Institute in addition to Rs. 10,000 already given for its start. The Institute conducts post-graduate studies and research in Pali and Buddhist learning.

The State Government recently sanctioned Rs. 13,500 to the Patna School of Art for the purchase of a standard collection of art books belonging to Sri Ajit Ghosh of Calcutta.

A special convocation of the Bihar Sanskrit Association was held on the 11th March, 1953, to award the title of "Vidya Martand" to the President, Dr. Rajendra Prasad.

25 artists, photographers, writers and actors, mostly from Northern India, were trainees at a three-month course in audio-visual aids held at Delhi in February, this year. The course was

sponsored by the Government of India and held in cooperation with Unesco.

The trainees organised an exhibition which included posters, film-strips, sample pamphlets for neo-literates and a simple frame with a silk screen for duplicating pamphlets without printing machinery.

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A syllabus, in strict conformity with the principles of basic education, has been published for use in the junior basic schools of the State of Ajmer.

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Under the presidentship of Mr. K. G. Saiyidain, Joint Educational Adviser to the Government of India, a meeting of the Bihar Basic Education Enquiry Committee was held on 19th February, 1953. The Committee will enquire into the working of existing schools and experiments in the Basic and Social Education Scheme of the State.

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To impart training to primary teachers and to popularise basic education in the State, a Basic Training College has been started in Bilaspur. About 40 trainees have joined the college.

In the Community Block area three junior basic schools have been instituted with adequate basic craft material.

A Public Library with an initial stock of books worth Rs. 15,000 has been opened in the State.

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The Basic Education Committee of Mysore State has been reconstituted for a further period of two years.

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In pursuance of the directives laid down in the Constitution of India, the Government of Orissa have decided to give a fillip to the spread of primary education in the state and accordingly 774 lower primary, 110 upper primary and 40 basic schools were established and 300 teachers were appointed in single-teacher primary schools in the state during the year 1952-53.

A modified syllabus with a basic bias has been introduced into 4000 selected primary schools and 16 elementary training schools with a view to facilitating the conversion of these schools into basic schools in future. A sum of one lakh of rupees has been given to these primary and elementary training schools. A non-recurring grant of Rs. 4.35 lakhs has been distributed among various educational institutions for effecting necessary improvements to their buildings, furniture, apparatus, playground.

* * * *

The opening of a separate school, with attached boarding home has been sanctioned at Budibadage, in Mysore District, for the Scheduled Tribes in the State. Schol-

Educational Re-
forms in Mysore

arships totalling Rs. 3,600 have been awarded to about 105 Scheduled Tribe students. Stationery worth Rs. 1,400 has been purchased for students.

The Educational Reforms Committee submitted its report to the Government of Mysore in February, 1953 and is under Government consideration.

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The Government of Pepsu have accorded sanction to start Junior Red Cross Societies in all schools of the Union.

A Scout Rally was held in January this year to celebrate Patiala Week. About 700 girl guides and scouts from the various schools of Pepsu participated in this function.

Educational Pro-
gress in Pepsu

The Education Department has set up nearly 800 Social Education Centres in which 12,000 scholars are receiving instruction. Crafts like chick-making, book-binding, ink-making, soap-making, chalk-making, envelop-making, drama and stamp-collection have been introduced into most of the high schools of the State.

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The Educational Department of Saurashtra is going ahead with its programme of introducing spinning into schools. About 2,450 additional spinning wheels have been supplied to schools.

Educational Program-
mes in Saurashtra

A Camp for training in social education organised by the Community Project authorities was attended by 54

teachers of the Education Department. The following educational schemes have been approved for implementation in the Vanthali-Manavardar Community Project area:

- (a) conversion of eight primary schools into junior basic schools;
- (b) opening of ten recreation centres;
- (c) purchase of a cinema van.

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Manual Labour Day was celebrated on 21st February, 1953, in all educational institutions in Vindhya Pradesh.

According to the schemes all educational institutions have been asked to devote a definite period of time every day in cooperation with teachers to such manual work as general cleaning, light repairing, etc.

The State Government have sanctioned the implementation of the Intensive Educational Development Scheme, sponsored by the Government of India. The cost of the scheme will be met by the State and the Centre on a 34 and 66 per cent basis, respectively.

The latest report of Social Education in Vindhya Pradesh reveals that 1867 centres have an enrolment of 52,479 adults, of whom 7,128 are women.

The Secondary Education Act and the appurtenant regulations were brought into being with effect from 24th February, 1953.

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A Girls' Educational Camp was held at Bhore in January, this year. The Camp Programme was based on principles of self-help and community life. Girls were divided into five 'Houses'.

Extra-mural Activities in Bombay Schools

Activities like cleanliness, house-decoration, games, story-telling, fancy dress competitions, hiking etc., were undertaken to enhance social give-and-take.

The students of the School of Applied Art of the well-known Sir J. J. School of Art, Bombay, have executed several important works such as posters and maps for the Indian Railway Centenary Exhibition, scroll design and posters for the International Study Conference of Child Welfare and for other similar International Conferences.

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Dr. S. Radhakrishnan performed the inauguration of the new building of Jai Hind College, Bombay. In the course of his speech, Dr. Radhakrishnan said:

"The crisis in education today is not so much a crisis with regard to the decline of standards, deplorable as it is; but it is a crisis because education is lacking in any purpose. We are broken up into a series of specialists. We look upon a human being as a machine which is put together on an assembly plant. We do not recognise that the human being is a complex mysterious entity.

"If there is, therefore, any crisis today in education, then it is the crisis of a lack of an integrated view of life.

Radhakrishnan on Crisis in Education

The purpose of literature, of art, of philosophy and religion is to instil in every citizen the sense of an integrated view of life.

"That which constitutes the defining quality of a human being is discrimination between right and wrong. It is necessary for us to know what is right and distinguish it from wrong. Mere knowledge will not do. Many of us have the knowledge of what is right but not the strength to do what is right. That is where literature, art, philosophy and religion come in. Their purpose is not to impart information.

"If there is to be a fundamental change in the educational system in the country, what is necessary is to give to the people discipline, courage, fortitude, virtue, intelligence and wisdom. These are not things which we can get from books: these are things which are to be acquired in the day-to-day life in our Universities. The example of the teacher is the greatest and most potent influence for the taught. If teachers fail, the salt loses its savour."

The National Cadet Corps Directorate of Hyderabad has decided to introduce training in Social Service in the N.C.C. to infuse ideals of selfless service and the dignity of labour into cadets and officers of these units.

The Government of Bhopal have set up an Intermediate Agriculture Col-

Rural Education in Bhopal

lege at Sehore and agriculture has been introduced as a school subject in almost all rural middle schools. The work of Panchayat Raj is being entrusted to village teachers and a batch of 130 teachers have so far been trained for this purpose.

Hamida College, Bhopal has started post-graduate classes in Economics and Political Science and has opened evening degree classes.

* * * *

In March this year, a State Rally of the Bharat Scouts and Guides was held at Chandigarh, in honour of the outgoing Governor of the East Punjab, Shri Chandulal Trivedi and Shrimati Trivedi. This really marked the end of a period of uncertainty in the life of the

Scouting in East Punjab

Scout Organisation of the State, that will no longer be confined to its headquarters at Tara Devi. In the new capital of the State at Chandigarh, the organisation has been given an area for its own building.

The Government is giving active consideration to the amelioration of the status and grades of pay of school teachers in the State.

The Emergency Training Course to meet the demands of primary and basic schools has entered its second session. Seven centres in the State are training 360 teachers, including 100 women teachers.

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A noteworthy feature in the furtherance of Social Education in Assam was the opening of

Social Education

25 Social Education Centres in the Plains Tribal Areas of the State.

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The 13th Annual Report of the Bombay City Social Education Committee for 1951-52 showed a steady progress in the field of adult education. As against the previous year's figures of 42,778 in 1,758 classes, there was an enrolment of 44,884 adults in 1,839 classes. The total number of publications for adults has risen to 44.

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A programme for training social education organisers from Community Project areas was finalised at a two-day conference of the directors of training centres at New Delhi in February. It was decided to establish five centres for the training of social education organisers at Nilokheri, Hyderabad, Gandhigram, Shantiniketan and Allahabad. Most of the states have already selected their organisers. The course of studies will cover social science, rural economics, civic village extension services, social education, and allied subjects, religion, history, culture and specialised training in coordination and supervision of work to achieve the aims and objectives of the Community Development Programme. The production of literature for these organisers was also considered at the Conference.

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An Adult Education Conference, presided over by Mr. Humayun Kabir, Additional Secretary to the Central Ministry of Education, was held at Trivandrum on the 11th and 12th March. Admiring the mass literacy campaign undertaken by the Travancore-Cochin Government

Adult Education Conference

Professor Kabir said that the State Government had tackled the problem of education most successfully—literacy in the State was 60 per cent. He stressed that in a democracy, people should know the happenings of the world in order to act wisely. As adult education concerned itself with the whole man, educators should explore and utilize all possible means to achieve a higher civic, social, cultural and economic level. He asked University students to cooperate with the Government in making the movement a success.

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The South Indian Adult Education Association held the second Regional Seminar on Adult Education at Ernakulum, Travancore-Cochin State, from the 22nd to 30th April. This seminar dealt with the production of follow-up literature in four language groups—Kannada, Malayalam, Tamil and Telugu. Each group decided the lines on which production of literature for adults must proceed, with special reference to vocabulary, style and concept of books for the neoliterate.

South Indian Regional Seminar on Literature

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A Conference of the Education Ministers of Part 'A' and 'B' States and Vice-Chancellors of All Indian Universities was held on the 18th and 19th April in New Delhi to consider measures to coordinate the work of Universities and to secure the maintenance of high academic standards.

University Grants Commission

The Conference resolved that since the Government had already decided to

set up a University Grants Commission, it was not necessary to form a separate body as envisaged in the proposed Draft Bill prepared by the Government. The Conference made recommendations in regard to the composition of the Grants Commission and its functions, that will include advising the Government and Universities on questions like allocation of grant-in-aid, establishment of new Universities, expansion of the activities of the existing Universities, coordination of work and standards in Universities etc.

The Conference also suggested steps that could be taken to encourage manual work and social service among University students by arranging visits to large-scale irrigation projects and enabling them to participate in constructional work.

These recommendations are under consideration by the Government of India.

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THE FOREIGN SCENE

A party of three teachers and 36 students from the Andaman and Nicobar islands are on an educational tour of India. The students who are on their first visit to India visited important places at Delhi in March this year.

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The newest medium of communication, Television, has an increasingly important part to play in education and culture in all countries. Educators and T.V. Technicians have achieved remarkable results in producing programmes which bring enjoyment to a wide public.

Sao Paulo New Window on the World

Senhor Luis Amador Sanchez, professor at the University of Sao Paulo in Brazil, began broadcasting a series of cultural programmes called "The World of Yesterday and of Today" from T.V. station FRF3 in Sao Paulo. He succeeded in producing some 20 programmes relating to various educational and cultural questions. He was able to present programmes on Mexican art, on technical assistance projects in Asia and Africa, and on Yugoslav dances and so on. He accomplished most of this by the imaginative and creative use of scissors and paste on various publications of Unesco. He cut out and mounted individual photographs of different sizes. 30 photographs are necessary for each programme. Prof. Sanchez is supplied with photographs and publications for his weekly programme by information series from many countries. International cooperation is no longer only a thing the viewers of Sao Paulo hear about. It is something they see.

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The first University thesis to deal with the International Convention against Genocide has been presented by Alfredo Alcaino Barros, a student in the Faculty of Legal and Social Sciences at the University of Chile. Concerned with the historic and legal aspects of the question, the thesis is largely based upon documentation prepared by divisions of the United Nations.

* * * *

Mr. Raghavan, India's Ambassador to China, visited the Central Minorities Institute, Peking, on the 5th December, 1952.

The Institute was founded in June 1951. It has over 500 students from **Central Minorities Insititute** minorities. The school has a teaching staff of 70 people. Teachers belonging to various national minorities are employed mainly for teaching minority languages. The Institute aims not only at training Cadets from national minorities for political, administrative and educational work in their respective areas but also trains Chinese Cadets (who were taught various national minority languages) to help them in the work.

At the moment there are eight such National Minorities Institutes all over China, apart from middle schools, special vocational training schools and universities which impart education in local languages.

Under the auspices of the N.E.F., an International Summer Conference will be held at the Folk High School, Askov, **New Education Fellowship Conference** Vejen, Denmark, from 2nd to 16th August, 1953. The subject of the Conference is "The Teacher and his Work". The aim is to give members an opportunity of gaining creative experience in small groups, under the guidance of experts, by means of lectures and discussions in seminars. French, German and English will be the Conference languages.

A little-known part of Paris's famous Sorbonne University is a special museum called the "Phonothèque Nationale." In this unusual museum, **History Speaks and Sings In A French Museum** History speaks and sings. A Norwegian journalist, Johannes Skanche Martens, who visited the Museum wrote recently: "Around me at the Phonothèque, on shelves and

small tables, were all kinds of ancient phonographs and gramophones. There were countless wooden boxes, looking like old sewing machines. Mr. Devigne opened one and played an 1885 recording of Verdi's opera 'II Trovatore'. The music was still as inspiring as a fresh performance."

In the Museum one can listen to the assorted voices of Sarah Bernhardt, King George the Fifth of Britain, Lenin, Hitler, Poincare, Mussolini and Andre Gide. On the shelves of the Nationale is a vast stock of knowledge ready to be used. There is a project for an international exchange of the Phonothèque's duplicates. Not voices of great men only, but folk songs and some dialects in danger of disappearing are being preserved for mankind.

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A new French jury will give French children an important voice in the writing, selection and publishing of children's literature. The Jury, to be set up in connection with the annual "Salon de L'Enfance" Paris, will award a substantial prize for the best children's book of 1953—and only children will be eligible for jurorship. The Jury will be composed of boys this year, but in 1954 will consist of girls.

* * * *

Facilities for study leading to a new degree in Nutrition will be available from October, 1953, at the **Queen Elizabeth College of the University of London**. It is understood that the new course will be of special value in training experts for many schemes in under-developed

countries. Covering all aspects of the subject, the new course will last three years. Arrangements exist for admission of 40 to 50 men and women each year.

Mr. B. G. Kher, Indian High Commissioner in the U. K. addressed the Golden Jubilee Rally of the Workers' Education Association on March 14, at Southend-on-Sea.

Golden Jubilee
Rally of W.E.A.

Speaking of education in India, Mr. Kher said that in India where the percentage of illiteracy ran up to 80, the foremost task facing the country after independence, was to provide suitable education for all children of school-going age and fundamental and social education for all.

In his introductory remarks, Mr. Kher expressed admiration at Britain's educational structure in which school education is available to all children up to the age of 14 or 15; part-time educational facilities are provided for grown-ups; and about 50 per cent. of collegians and university scholars receive grants or scholarships. Local education authorities, the Ministry of Education and University Grants Committee, all Mr. Kher said, are making a substantial contribution to adult education. He paid a tribute to the Workers' Education Association which has ushered in educational reforms in Britain, administered adult classes and organised week-end and summer schools.

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Among the 26 students from 12 countries in a "British Parliamentary Government" Survey—five were Indians. The Survey lasted a fortnight and consisted of visits and lectures arranged

Indian Students on
Survey of Parliamentary Government

ed for overseas students in London by the Student Welfare Department of the British Council.

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The Council of the British Institute of the Radio Engineers, London, has authorised the establishment under the "Sir J. C. Bose Premium" of the premium value of Rs. 250 to be awarded annually for the most outstanding paper contributed to the Journal by an Indian member.

Sir J. C. Bose
Premium

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Dr. S. Radhakrishnan, India's Vice-President, has been accorded the honour of being elected an Oxford Honour for Dr. Radhakrishnan Honorary Fellow of All Souls College, Oxford. This is the second honour the University has bestowed on him in recent months, the first being the honorary degree of Doctor of Civil Law.

The Norwegian Government, Oslo municipal authorities and a number of large industrial concerns in Norway are financing the building of a seven-storey students' house in the International Students City in Paris. The house will accommodate a hundred students, French and Norwegian. Fourteen students' homes built by fourteen countries are now in use at the International Students City (Unesco)

For several years, national magazines in the United States have held contests to determine which schools really affected life in their communities. This idea,

schools that really
help their Communities

that a school can produce direct results, which spread far beyond the classroom, is being put to use by teachers in many countries. The idea is not entirely new, but modern applications of it are becoming more and more important.

Philippine officials say that for years they tried teaching the children better habits of reading, health, and general living—only to see their work undone by the time the children spent at home. Then they decided to concentrate on the education of the entire community. The result is a "Community School" movement which may provide useful examples to educators in other countries. These schools are proving that they can help raise the standard of living and the economic status of the people in their towns and villages. The children and adults are learning together how to live better and fuller lives.

Harry A. Little, Chief of Unesco Technical Assistance Mission visited the Philippines and has made this interesting statement on these schools. "I visited one place where every family had a pen of pure-bred chickens and was surprised to learn that only a few years ago there had been very few chickens in the community. It all started when the elementary school put up a demonstration chicken pen and brought in some pure-bred chicks. The pupils learned to care for them and brought their parents to see what was done. The parents showed so much interest that a reading centre was established where men and women could read on chicken raising. (Some even had to learn to read before they could understand the bulletins available). As more and more chickens

flocks were established, the centre held meetings each evening to discuss poultry-raising and its problems.

In another community, most of the homes had orchards. I learned that a demonstration orchard at the school started this movement. The orchard was cared for by pupils, who had to do much reading and study to find out how to raise fruit trees.

In another place, practically every rural home had sanitary toilets because the school pupils first learned how to build and then sent out teams to show the residents how to do so.

Every Community School has a school garden and its influence affects the life of the community. Some have demonstration fisheries. They all have shops where adults may come in the evening and learn how to make things which will sell.

The greatest furniture-making section of this country is a direct outgrowth of the work of the high school there.

More than 800 men, women and children in one community spent three successive Sundays drilling artesian wells and digging canals so that the whole neighbourhood might have water for irrigation. This was initiated by the school.

I have been interested to know how the teachers have the time and strength for this work, for most of them teach large groups of pupils for long hours. They say that this work with the community makes their teaching easier. Certainly, there is not any place where teachers are held in such high regard and every school has a long waiting list of college graduates who want to become teachers.

Much of the class work—in reading, writing, arithmetic, social science etc., has to do with the problems of the community.

Every pupil in school here must learn at least three languages and many four. All school instruction is in English. In addition, both Tagalog, the national language, and Spanish, are compulsory subjects. Yet, they find time to do all this, take the usual subjects, and also work on varied projects affecting the community. They are proud of their schools and many of the grounds are the most beautiful I have ever seen."

The new building for Moscow's University on the Lenin Hill is nearly complete. It has spacious and light flooded auditoriums and class rooms. Part of the building will be occupied by the University Library which will have 1,200,000 volumes. In its central book repository a mechanical conveyor is being installed for delivering books to the reading rooms.

The International Graduate School, Swedish Degree courses Stockholm, Sweden is arranging for short courses of one year's duration in Economics, Political Science, and Sociology for the benefit of English-speaking students. Candidates with academic degrees from accredited universities are eligible for admission. These courses have started on September 1 and will end on June 1, 1953.

Text books are being used less and less by teachers and pupils in Uruguay. The Uruguay Reforms in Education

only textbooks now used in primary schools are the reading primers for the first four grades. Other textbooks are replaced by books made by the pupils themselves, by a number of children's books, and by a monthly school journal published by the Council of Primary Education and distributed to all pupils.

Unesco is organising a fourth seminar, on the teaching of modern languages in primary and secondary schools, and on the role of such teaching in the universities, from 2nd to 28th August, 1953 at Nuwara Eliya, Ceylon. About 70 experts designated by Unesco's Member States will attend the seminar. Professor Theodore Anderson of Yale University will be the Chairman.

"The renovation of methods and the extension and progress of international relations are both aspects of an evolution which tend to create international interdependence and cooperation in all fields of activity"—it is in this spirit that Unesco has organised the seminar in Ceylon this summer.

In 1952 Unesco and the International Bureau of Education published the results of an enquiry conducted by the I.B.E., with the addition of statistical data supplied by Unesco. Reports received from 47 countries reveal a marked improvement in women's access to education in the

1936-48 period. Although women are still in a minority at the more advanced levels of education, their number is increasing. The curriculum for girls and women varies in different countries, even though there are many similarities. There is, however, a growing tendency everywhere to give girls specific preparation for home and family life as future mothers and wives.

In Chile the inequalities between the sexes is marked chiefly in technical and vocational education.

In Egypt there are three types of schools specially for girls: 1. Schools of Home-making, 2. Schools of Embroidery and Arts, and 3. Feminine Cultural Schools.

The right to education in India at the present time is shared by the sexes. In 1800 a regular school system for girls of all classes was presumably absent. Not till 1882 did the number of Indian girls at school reach any size; in that year there were, 127,066 girls enrolled in 2,697 schools. Now girls are going into all kinds of schools and are preparing themselves for all kinds of occupations.

Before the Occupation, women in Japan were not permitted to vote or to hold office. They were confined to housework. They have since received the right to equality of educational opportunity.

Founded in 1943, the Universidad Femenina De Mexico provides more opportunities for careers for women. Among special courses are: nursing, food and nutrition, social work, interior decoration and scene design.

In the Philippines all schools are co-educational. In the Tentative Course of Study in Vocational Courses, the curriculum includes nutrition, preparing and serving a meal, clothing and

textiles, child care, and personal home and community hygiene.

Soviet Russia has rejected the theory that equality of women with men means identical education for both; after trying it out for 25 years. Defining the new principle of female education Olga Mishakova recently said: "A woman must always remember that she is a woman....We have neglected the special education which girls need to become good mothers and good wives and we must give it to them".

Education in the United States has been accessible to all citizens of both sexes from the start. At the pre-school, primary, secondary, and teacher training levels there are about as many girls as boys. At the high school level, girls tend to stay on longer than boys; in part because boys of this age more easily secure full-time employment.

In Switzerland there is no sex distinction in access to education, Curricula vary somewhat, especially on the secondary level when only girls take domestic economy, needlework and music.

In Yugoslavia the personal status of women is fixed by the Constitution. The curricula at the different levels are practically the same for boys and girls. In addition to schools open to both boys and girls, there are schools exclusively for women, including schools of medicine, midwifery, child welfare, kindergarten teaching and domestic science.

In 1953 Unesco is organising the International Youth Organisation in Japan. The youth organisations of South-East Asia have been invited to take part. Another course of the same kind will be held in Havana next year, for the benefit of the countries of Central America.

Book Reviews

Achievement in Education (The Work of Michael Ernest Sadler, 1885-1935)
by Lynda Grier Constable, London
—1952, 30sh. net.

“HE is an education in himself” was what men generally said when they wished to epitomise the living Sadler. Ten years after his death Miss Grier has with much discernment and sympathy, given the common reader and the student of Education a portrait of this remarkable man, that is likely to be a classic in literature of its kind.

As a portrait of man and educationist, of scholar, administrator and artist (for Sadler was an ‘artist’ forever creating) this is hard to beat. As a record of sheer achievement in education for which Michael Sadler was directly responsible on the Board of Education, London, as Professor of Education, Owen’s College, Manchester, as Vice-Chancellor of the University of Leeds, as Chairman of the Calcutta University Commission and, finally, as Master of University College, Oxford, Miss Grier’s book is likely to be monumental as both reference and estimate. For those more deeply interested in the long-term influence of a dynamic educationist than in his immediate achievement, **ACHIEVEMENT IN EDUCATION** provides stimulating data, as it does a warning of the power of politics to frustrate original and honest educational forethought and planning.

Michael Sadler had unique qualities

for the work to which he gave himself. As examinee and scholar he might have filled with distinction appointments in his country more impressive and more sensational. But he was an educationist by instinct and vocation. His passion for Education, whether this manifested itself in his zeal for the reform of Secondary Education or in his insistence upon the excellence of Primary Education, whether upon a status and consideration for teachers—the pivots of the system—or upon the extension of scholarships by which he swore all through his fifty years of educational exhortation, could not be resisted. But, perhaps, the most surprising and the most agreeable characteristic of this man who left others breathless by his energy and force of personality, was his humanism, touched off by a Puckish playfulness, but associated with a remarkable faculty for taking the wise line between enthusiasm and fanaticism. That line is not always easy to see or to take, for to hold a thesis in education with passion is to strive with fervour to proselytise it. Sadler did his propaganda with extraordinary sanity. Indeed, his most earnestly advocated reforms commended themselves by *their sanity* even to traditionalists in Education, so that even when he parted company with the Board of Education, he continued to have an impressive following in the country, among the teachers of England and among common men and women interested in the growth of Education.

All this Miss Grier records with well-documented speech and writing, with comment from a variety of persons who worked with Sadler, and with her own profound understanding of him as man and administrator. A teacher, she quotes Sadler as saying, must be "a remarkable combination of intellectual ability, knowledge, artistic power (for all good teaching is artistic work) patience, moral insight and intense sympathy with child life", and to this he added a paragraph, that is likely to make history in the story of education:

"The one thing which brings un-failing encouragement to any student of education is the knowledge that all over the country, unknown to fame but loved by their pupils and trusted by all who know their work, there are teachers who are working in this spirit, often in the teeth of stupid prejudice, often without any adequate recognition but with a devotion which is beyond praise and is, indeed, sustained by the highest of motives. This is the influence which in the end will reform the methods of teaching in town and country schools alike".

To the end of a life crowned by achievement and the recognition of unique qualities as an educationist, Sadler persisted in upholding the teacher as the pulsating heart of the system he worked to perfect. Miss Grier's biography of the man Michael Sadler and this work is a monument more enduring than marble or epitaph.

Muriel Wasi.

Henry Bowers, Research in the Training of Teachers; J. M. Dent and Sons (Canada) Limited, and the Macmillan Company of Canada Limited, 1952.

THIS is a volume of 14 research papers in the field of teacher education by Dr. Bowers, Principal of the Provincial Normal School in Stratford, Ontario. Various aspects of the work of teacher education have been studied by Dr. Bowers and his colleagues, the most interesting among these being the variation of standards in marking lessons taught by student-teachers, the bearing of miscellaneous activities and interests of student-teachers on achievement in practice-teaching, growth of student-teachers in certain personality traits during their period of training, and the feasibility of homogeneous grouping in a normal school.

A number of interesting conclusions are recorded, some of which will be confirmed by educators in this country. For example, the reviewer's own experience confirms the general inferiority of male students. In Dr. Bowers' investigation an unquestionable average inferiority of male students was found in terminal examination marks and a not so pronounced inferiority in the practice-teaching of the men. Confirmation from educators in India, specially principals of training colleges, will also be forthcoming to the wide variations found by Dr. Bowers in the standards of marking practice lessons. In one lesson, the marks ranged from 48 to 90, the pass marks being 60. On the whole, the results were such as to "motivate powerfully a study of procedures for the equalization of standards."

A finding that is highly significant to educators is that student-teachers, if provided with an environment designed

to effect growth in certain aspects of personality, and if given special attention and necessary co-operation in effecting improvement, do really show an appreciable gain in those personality traits. A number of significant findings have also been recorded with regard to the relationship between various activities and interests of student-teachers and their achievement in practice-teaching. For example, for those who took part in amateur dramatics during their school years, there was a marked contrast in the numbers found in the highest and lowest quarters in teaching, the greater number being found in the highest quarter. Those who entered oratorical contests in school were more frequently found in the highest quarter in teaching than in the lowest quarter. Service on high school committees and success in practice-teaching were also found to be concomitants. All these findings point to the need to give sufficient consideration to the extra-curricular activities of candidates at the time of admission to training courses. A surprising finding, however, was that there was no association between hobbies, games and other leisure interests on the one hand, and practice-teaching on the other. The number of times these various interests were named by student-teachers in the lowest quarter of teaching was only slightly lower than the number of times they were named by student-teachers in the highest quarter.

In another interesting study of the qualities of sociability and leadership possessed by student-teachers, there was indisputable evidence that, either social qualities are considered when nominations to positions of leadership are made by students, or those endowed

with the quality of leadership are markedly above the average in their social acceptability. The same conclusion was reached in a similar study conducted last year by the reviews at the Central Institute of Education.

E. A. Pires.

Teaching for International Understanding: by C. F. Strong—H. M. S. Office, 3s. 6d. 1952.

THIS statement prepared by the U.K. National Commission for Unesco emphasises the truth that one of the main purposes of any school must be to help its pupils eventually to become good citizens, and if the seeds of citizenship are not properly sown in school we cannot expect to sow them later.

Furthermore, we cannot teach international understanding; we can only create an atmosphere conducive to its growth, and it is exactly for this reason that this booklet discusses not the teaching of international understanding, but teaching *for* international understanding.

A strong reason for this enquiry is that if pursued it will lead to "some reassessment of our ideas about the function and purpose of our teaching in general". International understanding is not a branch of learning "with its corpus of subject-matter, but something which forms part of the stuff of other subjects and should, therefore, arise out of them". On the academic side, clearly no 'Higher' education can be regarded as adequate if it does not, by its very nature, emphasise the international background and framework of knowledge and culture. Here is a definition of education itself, in short.

The statement opposes the idea of "the cloistered school" segregated from the social milieu from which its pupils come, shutting itself up in watertight compartments called "subjects", making its curriculum not a stream in motion, but a stagnant pool. It suggests several ways of approaching this problem of teaching for international understanding within the school and without, but is, nevertheless, conscious of the fact that the devices adopted must be worked out in relation to "the nature and condition of a particular school and in harmony with its own peculiar genius".

S. Nagappa

English Composition—Book III (Price 3 sh. 6 d.) and Book IV (Price 5 sh.).—
A. F. Scott, Cambridge University Press, 1953.

THESE excellent new text-books on English Composition are designed to acquaint the modern English-speaking and-reading child with modern writing in the English language. The collection disposes effectively of the use of great writers of the past as models for teaching English composition to school children, by pointing out the unsuitability of old modes of expression for children of today.

Book III includes such excellent new writing as Dylan Thomas's—"Portrait of the Artist as a Young Dog", Frank Sargeson's—"When the Wind Blows"—, William Sansom's—"The Boiler Room"—, W. Somerset Maugham's—"The Beast of Burden"—, J. B. Priestley's—"English Journey"—and Hugh Walpole's—"The Fortress".

These and other specimens of new writing—colloquial and vivid—are likely to revolutionise the teaching of English composition in the modern classroom, and Mr. Scott deserves high praise for discernment in selection.

Book IV, that is intended for the fourth year of the Grammar School as Book III is intended for the third year, contains more extracts from classic writing in the 18th and 19th centuries. "Gulliver's Travels", Hazlitt's "Table Talk", Samuel Butler's "Erewhon" are specimens of classic prose, but as a modern corrective to these appears work from Graham Greene ("Journey without Maps"), George Orwell ("Shooting an Elephant") and D. H. Lawrence ("Sea and Sardinia").

At the end of each extract are intelligent questions on idiom and composition, with exercises in grammar that should enable the child to master the principles of these subjects.

Secondary schools in India would profit greatly by the adoption of these text-books for children of 14-16 years.

Muriel Wasi

SHORTER NOTICES

Model Papers in Algebra by Shri M. Y. Deshpande, N. M. V. High School, Poona. Price Rs. 3/4/-.

THE book is a collection of examples in Algebra arranged in the form of 47 revision papers and is intended for students preparing for the Matriculation and equivalent examinations.

Whatever be the aim of the learned author, books of this kind have done more harm than good. The student is tempted to replace text books by the 'guide' and is disappointed and distressed to find that the wily examination-paper setter has stolen a march on the wise model-paper setter.

There is nothing original in the book because every teacher of the Matriculation class keeps a record of such examples in his note-book. The index is compared to the 'Open Sesame' of the 'Arabian Nights'—a tall claim. In fact, this is a feature common to text books on Mathematics written with the real idea of helping students.

On the whole, one cannot escape the conclusion that the book is a commercial venture. This is confirmed by its price.

R. S. Chitkara

Ham Kaisay Parhain' (How Shall We Teach?).—By Salamatullah, Published by Maktaba Jamia Ltd., Delhi. Price Rs. 3/-.

MR. Salamatullah of the Teachers' Training College, Jamia Millia Islamia, Delhi, has brought out the second edition of his book "Ham Kaisay Parhain" (How Shall We Teach?) in Urdu. There are not many books extant on education in Indian regional languages, and it is a welcome sign that some stimulating reading material on the purpose, content and practice of teaching is being provided for primary and secondary school teachers who may not have sufficient command over the English language to keep pace with the latest educational trends.

The book does not propound any

original theory. It brings together, under a single volume in precise note form, an account of modern methods—the Dalton method, the Project method and so on—and discusses their applicability to the Indian educational set-up. A short bibliography appears at the end of each chapter.

A. N. D.

'Talimi Khutbat' (Educational Addresses)—By Dr. Zakir Husain, Published by Maktaba Jamia Ltd. Price Rs. 3/-.

THESE addresses collected by an educationist of repute have an easy spontaneity which is meant even more for the ear than for the eye. They make a direct appeal to the listener or reader and make a strong emotional impact on him without destroying his ability to think for himself. A noteworthy feature of the addresses is their simplicity, freedom from jargon and cliché. The style is conversational and racy.

A. N. D.

Report of the Second National Seminar on the Organisation of Community Centres—1951. Indian Adult Education Association, 30, Faiz Bazar, Delhi.

SINCE 1950, the Indian Adult Education Association has focussed the attention of the public on important issues in the field of Social Education, by means of Annual Seminars. This book contains a gist of the work of the Second Seminar on Community Centres. The Seminar agreed that Community Centres are the most suitable agency for Adult (Social)

Education, and the papers presented at the Seminar, as well as the discussions that followed, dealt with various aspects of their organisation e.g., their functions, activities, leadership, personnel, premises and equipment.

A reading of the Report leaves one with the impression that though theoretical aspects of the question were dealt with comprehensively, the Seminar did not take a bite on the situation in India. It seems that the lack of rich experience in the field of community centres handicapped the participants. The result is that the Seminar cannot be said to have made a fresh contribution to the subject.

Sohan Singh

'Education in a Technological Society'—
Published by Unesco Price \$ 75.

IN 1950 Unesco resolved to 'enquire into the influence of modern technology upon the attitudes and mutual relationships of peoples' and in 1951, its programme included 'the study of methods employed in Member States for developing their educational systems to meet their technological needs.' The present volume—'Education in a Technological Society'—in the *Tensions and Technology Series* is the outcome of the international conference of experts, which met at Unesco House in June, 1950, and proposed certain broad outlines of action to this end. The experts' findings have helped Unesco to pose a number of questions to Member States and a Report based on these questions will be laid before the Executive Board and the Unesco General Conference for action.

A. N. D.

"Compulsory Education in the Philippines"—By Antonio Isidro, Juan C. Ganave, Priscila S. Manalang and Matilde M. Valdes. Price \$ 75.

"COMPULSORY Education in the Philippines"—by Antonio Isidro, Juan C. Ganave, Priscila S. Manalang and Matilde M. Valdes—is one of the series on *Studies in Compulsory Education* begun by Unesco in 1951. The brochure which includes Chapters on 'Present status of compulsory education', 'General factors influencing compulsory education', 'Overcoming the obstacles to compulsory education', gives a clear and comprehensive account of growth and the present-day overall picture of this aspect of education in the Philippines.

A. N. D.

"The Bihar Educationist" (Quarterly Educational Journal) Mahendru, Patna-6. Price Re. 1/-/-.

"THE Bihar Educationist" is a new quarterly educational journal published by the Bihar Education Association. It is not an official publication of the Government of Bihar, though as an organ of the different Boards of Education, it throws light upon the progress of educational schemes sponsored by the State.

Articles in English and Hindi are contributed by Mr. S. H. Wood, Miss Marjorie Sykes, Dr. K. N. Bhal, Dr. K. K. Datta, Acharya Vinoba Bhave and others.

H. H. Mosavi

"Union Catalogue of Medical Periodicals in Indian Libraries".—Published by the Directorate-General of Health

Services, Government of India, New Delhi.

THE Union Catalogue of Medical Periodicals in Indian Libraries" (Corrected up to 31st November, 1950) is a revised edition of the consolidated catalogue published by the Directorate-General of Health Services, Government of India, New Delhi.

A useful reference for medical research workers in India.

H. H. Mosavi

Education in India, 1948-49: Ministry of Education, Government of India; Price Rs. 11-4-0.

THIS pamphlet, in two parts, discusses the progress achieved during the year in various fields of education. It is amply illustrated with suitable charts and contains detailed statistics touching on all aspects of education. The three appendices give an account of the qualifications, scales of pay, etc. of the Provincial Education Directorates, and Primary and Secondary School Teachers. A valuable guide to educators in evolving future educational plans.

Education in the States of the Indian Union, 1949-50: Ministry of Education, Government of India; Price Rs. 4-14-0.

EDUCATION in the States of the Indian Union 1949-50' published by the Ministry of Education, Government of India is a statistical survey of education in the States of India. It gives State-wise statistical data regarding institutions, students on rolls, expenditure on recognised educational institutions of all types, teachers in schools for general education and examination results for the year under review. Figures for 1948-50 each of the above items have also

been included for comparative study. This careful and accurate compilation should be useful to educators and administrators equally.

S. C. Roy

'The Teaching of Local History in the Delhi Schools'.—By Dr. Som Nath Saraf. Publications Division 1953.

THE Teaching of Local History in Delhi Schools' is the title of a 42-page brochure by Mr. Som Nath Saraf, which appeared in three instalments in the July, October (1952) and January 1953 issues of "Shiksha". The purpose of this study was to 'investigate various problems connected with the teaching of Local History in Delhi Schools' and was inspired by the syllabuses of Delhi's primary, middle, high and higher secondary schools.

A. N. Dhawan

Institutions for Higher Education in India 1953; Ministry of Education, Government of India: Price Rs. 1-6-0.

THIS pamphlet which is a cyclo-styled publication of the Ministry of Education, Government of India, contains (1) lists of universities with teaching departments and affiliated colleges, (2) a list of institutions not affiliated to universities, (3) a list of Intermediate colleges recognised by various Boards. In addition, there are lists of research institutions and laboratories and institutions for post-Matric Diplomas/Certificates in Engineering and Technology. Except for minor typographical errors here and there the set-up of this statistical publication is commendable and should serve students, Indian and foreign, as a useful guide.

S. C. Roy

Bibliography of Children's Books in English

In response to many requests we publish in this issue a first instalment of a bibliography of children's books in English in the Central Educational Library. It is intended chiefly for the use of primary school teachers and for children between the ages of three and six years. Our next instalment of the bibliography will consist of books in English for children between seven and 12 years of age, and the third instalment will contain books for children between 13 and 16 years.

EDITOR

CHILDREN'S BOOKS

Age Group 3—6 Years

E—EASY BOOKS

Adams, G. A.

First things; a picture book in colour photography. London, Collins, 1946.

The Adventures of Piker the Pup.

All colour picture book. London, Birn.

Anderson, H. C.

The Beetle. London, Sandle Bros., 1944. 32 p, illus.

The ugly duckling; illus. by Will Nickless. London, Penguin Books, 47 p, 22 cm. (Perpoise Books. ed. by Grace Hogarth).

Animal babies. London, Ward, Lock.

Animal fun picture book. London, Ward, Lock.

Ardizzone, Edward.

Little Tim and the brave sea captain. London, O.U.P. 32 p.

Tim and Charlotto. London, O.U.P., 1951.

Atkinson, Winifred.

Alphabet street; drawings by Haz. London, O.U.P.

A way we go. London, Milford.

Baker, Margaret.

A matter of time; picture by Mary Baker. Oxford, Blackwell. 32 p, illus.

Barache, Madeline.

Mushoo in mushroom land; an exciting adventure for boys and girls. London. Amex. 26 p.

Barrett, Charles & Shead, I. N.

Kooborr the Koala; decorations by J. K. Monroe. London, O.U.P., 1943. 48 p, illus.

Barrie, J. M.

The Nursery Peter Pan and Wendy. London, Brockhampton. 52 p.

The battle of red squirrel wood; a story for young folk. London, Wadman.

Betty's busy day. London, Collins, 16 p, illus.

Billy bear's birthday.

Binyon, Helen & Binyon, Margaret.

Birthday party. London, O.U.P. 39 p.

A Country visit. London, O.U.P. 39 p.

Birth of Jesus; illus. by R. T. Cowern. Great Britain, Folding Books.

Blyton, Enid.

At Apple-tree farm; pictured by E. A. Soper. Leicester, Brockhampton. illus.

Dame Slap and her school. London, Newnes. 89 p.

Dog that went to fairyland. Leicester, Brockhampton. 36 p, illus.

- The runaway kitten; pictured by E. A. Soper. Leicester, Brochampton. 31 p. illus, 21½ cm.
- Surprising caravan; pictured by E. A. Soper. Leicester, Brokhampton. 31 p. 40 p, 18 cm.
- Teddy bears party; pictured by E. A. Soper. Leicester, Brockhampton. 32 p, illus.
- Book for little folks. London, Tuck.
- Our everyday world. London, O.U.P. 6 volumes.
- Contents
- V. 1 The pillar box.
- V. 2 The bus.
- V. 3 The water tap.
- V. 4
- V. 5
- V. 6 The fire engine.
- Boyce, E. R.
- Playtime.
- At Home; pictures by D. L. May. London, Macmillan.
- People we all know.
- Travelling; pictures by Bruse Cornwall. London, Macmillan. illus.
- Brer rabbit.
- Brooke, L. L.
- Little Bo-peep; a nursery rhyme picture book. London, Warne, n.d. illus, 18 cm.
- The man in the moon; a nursery rhyme picture book. London, Warne, n.d. illus, 18 cm.
- The story of the three little pigs. London. Warne. 24 p, 17½ cm.
- Brooke, L. L.
- Three little bears. London, Warne. illus.
- Tom Thumb. London, Warne. 24 p, 17 cm.
- Brunhoff, Jean De.
- Babar the king. 3rd ed. London, Methuen, 1945. 48 p, 35 cm.
- Brunhoff, Lourent De.
- Babar's visit to bird island. London, Methuen. 40 p.
- Buntipit and the willow tree; illus. by N. L. Mathews.
- Caldecott, R.
- R. Caldecotts' second collection of pictures and songs. London, Warne. V. 2.
- Charles, R. S.
- A roundabout turn; drawings by L. Leslie Brookes. London, Warne.
- Charley the chicken. London, R.A. Publishing Co. 32 p.
- Chichester, Imogen.
- The sad tale of the greedy boy. London, Collins, 1944. 21 p, 22½ cm.
- Clarke, E. L.
- Drowsy and Timmy go South; illus. by Arnid Johnston. London, O.U.P., 1946. 32 p, 17½ cm.
- Colour photo books. Leeds, Arnold. 12 Vols. Contents.
- V. 1 Toys.
- V. 2 Here and there.
- V. 3 At work.
- V. 4 At play.
- V. 5 Scenes.
- V. 6 First zoo book.
- V. 7 Games.
- V. 8 Second zoo book.
- V. 9 More toys.
- V. 10 Out of doors.
- V. 11 More scenes.
- V. 12 More workers.
- Cowboys. London, Ward, Lock.
- Cresthwaite, D. M.
- The tale of Kinikot; a story for children London, Eyre and Spottiswoode, 1933. 60 p.
- Dawson, Muriel.
- Happy days. London, Tuck. 17 p. 24. 5 cm.
- De La Mare, Walter.
- Jack and the beanstalk. London, Houghton Press, 1951.
- Dealtry, Dorothy.
- See. London, Blackie. Vol. 3.
- Denes, Gee.
- Jennifer goes to school. London, Nelson, n.d. 38 p, illus.

Derwent, Lapinia.

Dill, the duck. London, Collins Clear-Type Press 1946. 10 p, illus.

Tim, the mouse; illustrated by M. Anderson. London, Collins Clear-Type Press, 1946. 10 p, illus.

Donkeys; a pretty story for girls and boys. London P. M. Productions, n.d. 44 p.

Dolly's book.

Egan, Constance.

Epaminondas and the eggs; illustrated by A. E. Kennedy. London, Collins, n.d. 64 p, 13½ cm.

Egypt and Palestine story book.

Ellsworth, E. E.

Pinocchio; the tale of a puppet. London, Blackie, n.d. 64 p.

Eulalie.

Ragland Sally's garden caravan carnival; it is fun to count. London, Bairn's Books, n.d. 72 p, 18½ cm. (The "Little Stories" series).

Farm animals. London, Nelson, n.d.

Farm friends. London, Tuck, Nelson, n.d.

Farmyard book in colour photography. Collins, n.d.

Farmyard friends. London, Tuck, n.d. illus.

Farmyard picture book. London, Ward, Lock, n.d.

Farrar, Jeanne.

Elve's party. Leicester, Brockhampton, n.d. illus.

Field and wood. London, Blackie, n.d.

Fluffy duckies. London, Tuck, n.d.

For dolly and me.

Ford, Jenifer.

Patsy Podger and the chilly scarecrow. London, Harrap, n.d.

Patsy Podger plays the game. London, Harrap, n.d.

Four-footed friends. London, Blackies n.d.

Full of fun picture book. London, Ward, Lock, n.d.

Golden goose; with drawings by L. Leslie Brookie. London, Warne, n.d.

The golden picture book of motors. London, Ward, Lock, n.d. illus.

Good friends animal picture story. Chicago, Childrens Press, 1948, illus.

Gould, Elizabeth.

Country holiday; illustrated by E. A. Soper. London, Blackie, n.d. illus.

Farm animals. London, Blackie, n.d.

Greenaway, Kate.

Apple pie. London, Warne, n.d.

Under the window; pictures and rhymes for children. London, Warne, n.d. 55 p, illus.

Growing things.

Guinea pig goes to town. London, Juvenile Productions, n.d. illus.

Ginger the cat; the strange tale of a cat. London, Tuck, n.d.

Hall, Cyril.

Boats big and little. London, Blackie, n.d.

The Hardy tin soldier. London, O.U.P., n.d.

Harford, Violet.

Sunshine corner; picture and story book. London, Juvenile Productions, n.d. illus.

Hawkins, Sheila.

Bear brothers holiday. London, O.U.P., 1944.

Henning, Paul.

Beautiful things around you; a picture book in colour photography. London, Hachette, 1946. 31 p, illus.

Hemsley, Harry.

Horace at the zoo. London, Tuck, n.d. 17 p, 22 cm.

Herbert, E. F.

The story of blossom the brave balloon. London, Muller, 1953.

Heward, Constance.

Chappie. London, Warne, 1944.

Hewett, I. H.

Mrs. Mouse of wainscot house. London, Pitman, 1952. 44 p.

Hillyard, M. D.

Our camping holiday. London, Blackie, n.d.

Our caravan. London, Blackie, n.d.

Honness, Elizabeth & Doane, Pelagie.

Did you ever? London, O.U.P., 1940.

In the country. London, Blackie, n.d.

In the sunshine. London, Blackie, n.d.

Ivimey, J. W.

Complete version of the three blind mice. London, Warne, n.d. 31 p, illus.

Jolly picture book. London, Ward, Lock, n.d.

Joan, Natalie.

Amoliaranne in town. London. Harrap, n.d. illus.

Kennedy, A. E.

Frolicsome friends. London, Blackie, n.d. front, col. illus, 26 cm.

Just a funny book. London, Blackie, n.d.

Kentuck twins. London, Tuck, n.d.

Knight, M. F.

The laughing hour. London, Pitman, 1944. 68 p, illus.

Koala babies. London, Collins, n.d.

Lucie Attwell's annual. London, Dean, n.d. 124 p.

Lambert, H. G. C. M.

Easy reading book. London, Ward, Lock, n.d.

Lassie and Thomas. London O.U.P., n.d.

Leaf, Munro.

Fair play. London, Warne, 1949. 93 p.

Story of Simpson; illustrated by Robert Lawson. London, Warne, 1944.

Little Bo-Peep; a nursery rhyme picture book; with drawings by L. L. Brooke. London, Warne, n.d. illus. (Leslie Brooke's little books.)

Little ones at play. London, B. B. Ltd., n.d.

Little Red Riding Hood; illus. by Parica Turner. Great Britain, Folding Books, n.d.

Little Snow White. London, Juvenile Productions, n.d. illus.

Little stories for little folk. London, Blackie, n.d.

Louisa Aunt.

Warnes first book for children. London, Warne, n.d.

Massie, Amoso.

Baby's book; a collection of traditional and original games, rhymes, stories, and suggestions for children of one to three years of age. London, Nelson, n.d. 56 p, 23½ cm.

Meet the twins. London, Tuck, n.d. 16 p. 24 cm.

Merry days at apple-tree farm. London, O.U.P.

Merry moments picture book. London, Ward, Lock, n.d. illus.

Monkeys; a merry story of lovable friends. London, P. M. Productions, n.d. 46 p, illus.

A Mousey tale. London, Juvenile Productions, n.d. 10 p, 19½ cm.

Muckley, A. F.

Sly Bill again. London, Collins Clear-Type Press, n.d.

My first book. London, Blackie, n.d.

My railway ABC. London, Tuck, n.d. 18 p. 21 cm.

Neurath, Marie.

The wonder world of animals. London, Max Pavish, n.d. 36 p, illus.

Oranges and lemons; a nursery rhyme picture book; with drawings by L. L. Brooke. London, Warne, n.d. illus. (Leslie Brookes little books.)

Our darling's first book; bright pictures and easy lessons for little folk. London, Blackie, n.d.

Pickles at play. London, Blackie, n.d.

Picture book of dogs. London, Ward, Lock, n.d.

Picture book of firemen. London, Ward, Lock, n.d.

The Picture book of horses. London, Ward, Lock, n.d. illus.

Picture book of trains. London, Ward, Lock, n.d.

Picture book series. Leeds, Arnold, n.d. V. 2, V. 2A, V. 3, V. 4, V.5 and V. 6.

Contents.

V. 1

V. 2 Word picture book.

V. 2A Animals and birds.

V. 3 Phrase and sentence book.

V. 4.

V. 5 Commands picture book.

V. 6 Nursery rhymes book.

Podgy at the seaside. London, Nelson, n.d. illus.

Pope, Jessie.

My animal friends. London, Ward, Lock, n.d.

Picture book of kittens. London, Ward, Lock, n.d.

Potter, Beatrix.

The tale of Benjamin Bunny. London, Warne, 1909. 85 p, 13½ cm.

The tale of Ginger & Pickles. London, Warne, n.d. 75 p.

Tale of Pigling Bland. London, Warne, n.d. 94 p, illus.

The tale of the Flopsy Bussies. London, Warne, 1909. 95, 13½ cm.

The tale of the Pie and the Patty-pan. London, Warne, n.d. 76 p, 13½ cm.

The tale of Timmy Tiptoes. London, Warne, 1911. 85 p, 13½ cm.

Tale of two bad mice. London, Warne, 1904. 53 p, illus.

Puss in boots. Lahore, Children Publishers, n.d.

R.A.F. story book.

Railways; picture book with story. London, P. M. Productions, n.d. illus.

Rees, G. M.

ABC and all that; a first lesson book for baby. London, Hale, n.d. 86 p.

X. Y. Z. and after; a first book of knowledge following ABC and all that. London, Hale, n.d. 85 p.

Richardson, Gloria.

The Advice of the Dandelions; illus. by K. Allen. London, Collins, 1943. 47 p, illus.

Shackell, Dora.

John and Pamela. London, Museum Press, n.d.

Ships.

Soglow, C.

Everything's rosy. New York, Farrar & Rinehart, n.d.

Southey, Robert.

Three bears. London, O.U.P., n.d. 32 p, illus.

Squirrels; a woodland story for girls and boys. London, P. M. Productions, n.d. 46 p.

Stageylus.

Stephenson, N. T.

My animal picture book. London, Sandle Brothers, n.d. illus.

Story pageant series. London, Casseil, V. 1, V. 3, V. 4, V. 6, V. 13.

Contents.

V. 1 The Pied Piper.

V. 3 The King of the golden river.

V. 4 Hansel & Gretel.

V. 6 Red Riding Hood.

V. 13 Aladdin.

Story of the three little pigs; with drawings by L. Leslie Brooke. London, Warne, n.d.

Strang, Herbert.

Merry May time. O.U.P., n.d.

Our garden; a little book of story and verse. London, O.U.P., n.d.

Rebecca and the rabbit. London, O.U.P.

Silver bells. London, O.U.P., n.d.

Struwwelpeter, or, merry stories and funny pictures. London, Blackie, n.d.

Sunnyside farm; about farm friends. London, Tuck, n.d.

Tabori, Paul.

The lion and the vulture; with pictures by Joseph Avrach. London, Peter Lunn, 1944. 24 p, 25 cm.

The tale of quack and chick. London, Juvenile Productions, n.d. illus.

Teddy bear's party.

That's mine. London, Blackie, n.d.

Thiebaud, Wayne and Thiebaud, Patti. Hi there! come with me and meet the number, family. Clendale, Griffin-Patterson, 1947.

Three little pigs. London, O.U.P., n.d.

Tournour, Margaret.

Little Billy Brown of London town. London, O.U.P., n.d.

Trains. London, Nelson, n.d. illus.

Trodinnick, Robert.

Mou Mou; the field mouse. Leicester, Brockhampton, n.d. illus. 19 cm.

Uttley, Alison.

Little grey Rabbit's birthday; pictures by M. Tempest. London, Collins, 1944. 88 p, illus.

Victoria.

Life and adventures of Timothy Turnip. London, O.U.P.

Whimseybus. Wild rose story book. London, Blackie, n.d.

Williamson, Alice.

Big brown clock. Leeds, Arnold, n.d.
(Gay colour books no. 7.)

Little pink pig. London, Arnold, n.d. 30
p. 18½ cm. (Gay colour books no. 8.)

The Little black cat; illus. by Sheila Dunn.
London, Arnold, n.d. illus. (Gay colour
books no. 6.)

Zoo springs to life. Calcutta, Radio Supply
Stores, n.d. 16 p, illus.

F—FICTION

Aldous, Allan.

Mcgowan goes to sea; illus. by M. Mackin-
lay. London, O.U.P., 1945. 154 p.

Bright story readers.

My nine lives by G. E. Wiles. London,
Arnold, n.d. 31 p.

Norwegian folk tales, by F. A. Tapsell.
London, Arnold, n.d.

Sindbad the sailor from the Arabian
Nights. London, Arnold, n.d. 64 p.

Stories from Tibet, retold by F. A. Tapsell.
London, Arnold, n.d. 46 p.

A tale of two mysteries. London, Arnold,
n.d. 63 p.

The ugly ducking and other stories by
H. C. Anderson. London, Arnold, n.d.
32 p.

Browning, Robert.

The flight of the duchess; the story from
the poem by R. Browning, told to
children by J. Field. London, Crowther,
n.d. 40 p, illus.

De La Mare, Walter.

Dick Whittington. London, Hulton Press,
1951. illus.

Gould, Elizabeth.

Holidays on the farm; illus. by E. A. Soper.
London, Blackie, n.d.

Gulliver; adapted by F. H. Lee; illustrated
by Willy Pogany. London, Harrap, 1950.
64 p, illus.

Henning, Paul.

Sweet home; from Kenneth Grahame's
"The Wind in the Willows". London,
Methuen, 1946. 34 p.

Herbert, Jane.

More about Sam and Dan. London,
Cassell, n.d. 16 p, illus.

Timothy and Benjamin. London, Cassell,
n.d. 16 p, illus.

Kingsley, Charles.

The Water babies. London, Juvenile Pro-
ductions, n.d.

Mead, Stella.

The Adventures of wibbly mouse; illus. by
Lottie Gorn. London, Amex, n.d.

F. S. STORY COLLECTIONS

Stories of our pets. London, Blackie.

Story of Aladdin and his wonderful lamp;
dolls designed and made by Amalia Serkui.
London, Collins, 1945. 36 p, illus.

Gould, Elizabeth.

Holidays by sea and river; illus. by E. A.
Soper. London, Blackie, n.d.

Horler, Sydney.

The House in Greek street; with the devil
and the deep and knights at arms.
London, Crowther, 1946. 120 p.

220 BIBLE STORIES

A Book of Miracles; scripture stories for
children; with coloured illustrations.
London, Blackie, n.d.

385—RAILWAYS

Hall, Cyril.

Railroad and train. London, Blackie, n.d.

Mason, F. H.

Our trains. London, Tuck, n.d.

Railway giants. London, Nelson, n.d.

398 FAIRY TALES, FOLK LORE

Aesop's fables. New York, Hyperion Press,
1944. 71 p, illus.

Aladdin; retold by F. H. Pritchard; illus.
by H. C. Appleton. London, Harrap,
1951. 64 p, illus.

Animal land nursery rhymes and fairy
tales. London, Birn, n.d.

Brisley, N. K.

Favourite fairy tales; Red Riding Hood;
sleeping beauty; Cinderella. London,
Ward, Lock, n.d.

Crane, Walter.

Baby's own Aesop, being the fables con-
densed in rhyme with portable morals.
London, Warne, n.d. 55 p, illus.

Dhar, Somnath.

Kashmir folk tales; illus. by P. Sen; fore-
word by Rameshwari Nehru. Bombay,
Hind Kitabs, 1946, 63 p, illus.

- Fairy folk picture A.B.C. London, Juvenile Productions, n.d. 94 p, illus.
- Fairy-tale favourites. London, Tuck, n.d.
- Favourite fairy stories; the three bears, puss in boots; Snow White and the seven little men. London, Ward, Lock.
- Girand, S. L. ed.*
- Sleeping beauty. Finchley, Bookano, n.d. illus.
- Granny's old stories; fairy tales for little folk; illus. by John Hassall. London, Blackie, n.d.
- Hansandybus.
- Magicbus.
- Robin Hood. London, Arnold, n.d. 48 p, illus.
- Robin Hood; retold by F. H. Lee; illus. by H. C. Appleton. London, Harrap, 1947, 78 p, illus.
- Storybus.

Wickham, Constance.

- Adventures with the flower fairies. London, Sandle, n.d.
- Wonderbus.

398.8 MOTHER GOOSE RHYMES

- Barnett, F. O.*
- Happy endings to old nursery rhymes. London, Harrap, 1947.
- Kennedy, A. E.*
- Mother Goose rhymes. London, Juvenile Productions, n.d.
- Marks, Winifred.*
- Hey Diddle Diddle! a book of nursery rhymes. London, O.U.P., n.d. illus.
- Marsh Lambert, H. G. C.*
- Nursery verses. London, Ward, Lock, n.d.
- Montgomerie, Norah & Montgomerie, William, ed.*
- Scottish nursery rhymes. London, Hogarth Press, 1946. 150 p, illus.
- More nursery rhymes. London, Blackie, n.d.
- Mother Goose. Chicago, Children Press, n.d. illus.
- Mother Goose. London, B. B. Ltd., n.d.
- Mother Goose. Bumper. Mother Goose book. London, Collins, n.d.
- Mother Goose. The little one's nursery book. London, Blackie, n.d. 16 p.

Mother Goose. Mistress Mary's nursery rhyme book. London, Birn, n.d.

Mother Goose. Mother Goose or the old nursery rhymes. London, Warne, n.d. 52 p.

Mother Goose. 365 Bedtime nursery rhymes; a rhyme for every day in the year. Racine, Whitman; 1946. 381 p.

Mother Goose nursery rhymes. London, Nelson, n.d. 282 p.

Mother Goose; a comprehensive collection of the rhymes made by William Rose Benet arranged and illustrated by Roger Ouvoisin. New York, Heritage illustrated bookshelf, 112 p, illus.

Mother Goose; the complete book of nursery rhymes; illus. by Dorothea J. Snow. Racine Whitman Publishing Co., 1941. 380 p, illus.

My first nursery book; drawings by Franciszka Themerson.

My nursery rhymes book. London, Tuck, n.d. Nursery rhymes.

Nursery rhymes. London, Blackie, n.d.

Nursery rhymes. London, Ward, Lock, n.d.

Nursery rhymes. London, Tuck, n.d.

Nursery rhymes; the babes in the wood; Tom the piper's son; old mother Hubbard and her dog. London, Blackie, n.d.

Old time nursery rhymes. London, Juvenile Productions, n.d.

Shashi's book of nursery rhymes. London, Children Publishers, n.d.

Sixty-six favourite nursery rhymes. London, Waiker, n.d.

Some nursery rhymes. London, Blackie, n.d. Contents.

1. Old Dame Trot.

2. Sing a song of six pence.

3. Jack & Jill.

To Banbury X; ride a cock horse to banbury cross. London, Haverstock Publishers, n.d. 18 p, 22 cm.

428.6 PRIMERS

Adventures in reading. London, O.U.P., 1946-47. 6 books.

Bk. 1.

Bk. 2 The Picnic. 1946.

Bk. 3 The Farmer. 1946.

Bk. 4 A Holiday on the farm. 1946

Bk. 5 The Circus. 1947.

Bk. 6 Green island. 1947.

Adventures in writing. London, O.U.P., 1949-50. 6 books.

- Bk. 1 Red Indians. 1949.
- Bk. 2 The Picknic. 1949.
- Bk. 3 The Farmer. 1949.
- Bk. 4 A Holiday on the farm. 1949.
- Bk. 5 The Circus. 1950.
- Bk. 6 Green island. 1950.

Beacon supplementary readers. London, Ginn, n.d. V. 3 & V. 4.

- V. 3 Wise little goat and other stories.
- V. 4 Faithful beasts and other stories.

Ellsworth, E. E.

Patch. London, Blackie, n.d. 64 p, 18½ cm. (Blackie's large type supplementary infant readers—intermediate).

Pinocchio; the tale of a puppet. London, Blackie, n.d. 64 p, 18½ cm. (Blackie's large type supplementary infant readers—junior).

Strongwing. London, Blackie, 1939. 64 p, 18½ cm. (Blackie's large type supplementary infant readers—senior.)

Field, W. T.

The field readers, book five. London, Ginn, n.d. 96 p, illus.

French, F. G.

English through pictures. London, O.U.P., n.d. V. 2 and V. 3.

Harris, Eva.

Jingle reading books. London, Blackie, n.d. V. 3, V. 4, V. 5.

Liaison.

Sound advice for students of English. London, Longmans, n.d. 32 p.

Little books. London, Macmillan, n.d. V. 2, 3, 4, 6, 8 and 10.

Contents.

- V. 2 The Dolls party.
- V. 3 Robin's house.
- V. 4 Robin's dog.
- V. 6 A Box shop.
- V. 8 Mother's first story.
- V. 10 The Paper dolls.

Martyn, Iren.

Learning to read; a series of four books providing a child's first lessons in reading. Holloway, Harper, n.d. 4 vols.

More adventures in writing. London, O.U.P., 1950. 6 books.

- Bk. 1 Camping out.
- Bk. 2 The red house.
- Bk. 3 The fair.
- Bk. 4 Tracking adventures.
- Bk. 5 The saucy Jane.
- Bk. 6 The old mill.

More adventures in reading. London, O.U.P., 1949-50. 6 books.

- Bk. 1 Camping out. 1949.
- Bk. 2 The red house. 1949.
- Bk. 3 The fair. 1949.
- Bk. 4 Tracking adventures. 1949.
- Bk. 5 The saucy Jane. 1950.
- Bk. 6 The old mill. 1950.

My first story book. London, Macmillan, 1950. 32 p.

My second story book. London, Macmillan, 1950. 64 p.

My sound and story book. London, Macmillan, 1949. 112 p.

New Deccan readers by F. J. A. Harding & M. S. Doraiswami Bombay, O.U.P., 1939. V. 1.

Pope, Florence.

Golden voice; literary extracts, dramatic pieces, poems and jingles from the "Golden Voice". London, Cassell, 2 Vols.

Thompson, Alice.

Wee Brownie's chick-a-dees. London, Blackie, 1934. 63 p.

500 SCIENCE

Basic science education series.

Animals and their young by G. O. Blough. Evanston, Peterson, 1951. 36 p, illus.

Animals that live together by G. O. Blough. Evanston, Peterson, 1950. 36 p, illus.

An Aquarium by G. O. Blough. Evanston, Peterson, 1950. 36 p, illus.

Birds in the big woods. Evanston, Peterson, 1951. 36 p, illus.

Doing work by G. O. Blough. Evanston, Peterson, 1948. 36 p, illus.

Fall is here by B. M. Parker. Evanston, Peterson, 1951. 36 p, illus.

How the sun helps us by G. O. Blough & Ida. B. Depencier. Evanston, Peterson, 1950. 36 p, illus.

Insect parade by G. O. Blough. Evanston, Peterson, 1951. 36 p, illus.

Spring is here by B. M. Parker, Evanston, Peterson, 1951. 36 p, illus.

Summer is here by B. M. Parker, Evanston, Peterson, 1950. 36 p, illus.

Toys by B. M. Parker. Evanston, Peterson, 1951. 36 p, illus.

Useful plants and animals by G. O. Blough. Evanston, Peterson, 1951. 36 p, illus.

Winter is here by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Wisdom book. Amritsar, Steno Press, n.d. 24 p, illus.

511 ARITHMETIC

Burns, D. F.

The Way of number book 3. London, Collins Clear-Type Press, n.d. 32 p.

Herewitz, Caroline.

Learning is fun for boys and girls from 5-8. New York, Hart, 1952. 159 p, illus.

580 PLANTS AND FLOWERS

Selsam, M. E.

Play with leaves and flowers. New York, Morrow, 1952. 64 p, illus.

Zim, H. S.

What is inside of plants. New York, Morrow, 1952. 30 p, illus.

590 ANIMALS

Longden, H. W. D.

Beasts and birds of Africa. London, O.U.P., 1946. 80 p, illus. (Simple science in simple English).

595-7 BEES

Adrian, Mary.

Honey-bee; illus. by Barbara Latham. N. Y., Holiday House, 1952.

613 HEALTH

Leaf, Munro.

Health can be fun. London, Warne, 1944. 56 p, illus.

636-5 EGGS

Selsam, Millicent.

All about eggs and how they change into animals illus. by Helen Ludwig. N. Y., Scott, n.d.

680 HANDICRAFT

Catford, Nancy.

Making nursery toys, London, Frederick, 128 p, 7".

Kelly, R. B. T.

Paper birds. N. Y., Penguin books, n.d. 30 p.

790 GAMES

Rybus, D. D.

Forty-five easy games for infants and juniors. London, O.U.P., 1939. 47 p.

821 ENGLISH POETRY

Green, M. C.

Stars and primroses; an anthology lettered and illuminated. London, John Lane, 1945.

Milne, A. A.

Now we are six. London, Methuen, 1946. 103 p, illus.

909 HISTORY

Cumberledge, M. R.

World history in Picture and Story. ed. by F. H. Mackay. Huddersfield, Schfield & Sims, 1949. 3 Vols.

912 ATLASES

My first atlas. Edinburgh, Johnston, n.d.

942 HISTORY OF GREAT BRITAIN

Potter, Margaret & Potter, Alexander.

History of the country-side. Puffin Picture books, n.d.

B. BIOGRAPHY

Children's Gandhiji.

Children's Tagore. Lucknow, Universal Publishers, n.d. 19 p, illus.

Nehru, Jawaharlal.

New Delhi, National Book Stall. 16 p. n.d.

INDEX TO ARTICLES

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- Educ*—*Education*. Kali Prasad, ed. Rs. 10 T.C.E. Journals and Publications Ltd., P.O. Box 63, Lucknow. (m).
- Educ Quar*—*Education Quarterly*. Rs. 7. Ministry of Education, Government of India, New Delhi—1. (q).
- Educ Ind*—*Educational India*. M. Venkatarangaiya ed. Rs. 4-8-0. Masulipatam, S. India. (m).
- Educ Rev*—*Educational Review*. A. N. Parasuram, ed. Rs. 5. 14/A, Sunkumar Street, Triplicane, Madras. (m).
- Ind Jnl Adult Educ*—*Indian Journal of Adult Education*. Ranjit M. Chet Singh, ed. Rs. 5. 30, Faiz Bazar, Delhi. (q).
- Jnl Educ Psych*—*Journal of Education and Psychology*. T. K. N. Menon, ed. Rs. 4. Secondary Teachers College, Baroda. (q).
- Prog Educ*—*Progress of Education*. N. V. Kinkar, ed. Rs. 6-9-0. Lokasangraha Press, 624, Sadashiv Peth, Poona-2. (m).
- Sch World*—*School World*. K. G. Warty, ed. Rs. 3. 117, Thalakwadi, Belgaum. (m).
- South Ind Teach*—*South Indian Teacher*. S. Natarajan, ed. Rs. 4. 520, High Road, Triplicane, Madras-5. (m).
- Teach Jnl*—*Teacher's Journal*. Birendra Nath Chakravarti ed. Rs. 7. A.B.T.A. Office, 15, College Square, Calcutta. (m).
- Teaching*—*Teaching*. Rs. 3-8-0. Oxford University Press. P.B. No. 31, Bombay-8. (q).

KEY TO ABBREVIATIONS

+	Continued on later pages of the same issue.
Ap	April
D	December
F	February
J	January
Mr	March
m	Monthly
N	November
O	October
q	Quarterly
S	September.

The following is a sample explanation of abbreviations used:—

Kini, U. S.

Discipline—Its demands on school organisation. *South Ind Teach* 26 No. 1: 7-9 J '53.

The article of U. S. Kini will be found in *South Indian Teacher* volume 26 no 1 on pages 7-9 of the January 1953 issue.

ADULT education

Community responsibility for literacy education (from *School Life*). *Ind Jnl Adult Educ* 14 no 1: 4-9 Mr '53.

Planning adult education. S. Chakravarti. *Educ Rev* 59 no 2: 32-34 F '53.

Social adult education through service leagues. S. Jagannadhan. *Educ Rev* 59 no 3: 41-44 Mr '53.

Social education and the student population. Editorial. *Adult Educ Rev* 4 no 5: 93-95 Mr '53.

Some trends in worker's education in India. V. S. Mathur. *Ind Jnl Adult Educ* 14 no 1: 28-36 Mr '53.

ADULT education—Aims & Objectives

Objectives^a of social education. D. L. Ananda Rao. *Adult Educ Rev* 4 no 4: 77-79 F '53.

Purpose and objective of adult education defined; G. Harisarvottama Rau's address to 9th annual conference. *Adult Educ Rev* 4 no 3: 55-66 J '53.

ADULT education—Conferences, seminars

The third national seminar on adult education, Delhi, Editorial. *Adult Educ Rev* 4 no 3: 47-49 J '53.

ADULT education—Library Participation

Public libraries; a dynamic factor in mass education. N. R. Roy. *Ind Jnl Adult Educ* 14 no 1: 10-13 Mr '53.

ADULT education—Literature

Literature for the neo-literate; G. H. Rau's plea for a practical outlook. *Adult Educ Rev* 4 no 3: 66-68 J '53.

National seminar on preparation of literature of neo-literates; Prime Minister's plea for social education. *Adult Educ Rev* 4 no 3: 50-52 J '53.

Production of continuation literature for new adult literates. *Adult Educ Rev* 4 no 5: 97-101 Mr '53.

ADULT education—Australia

Adult education in Australia. V. B. Karnik. *Prog Educ* 27 no 8: 226-30 Mr '53.

ADULT education—India

Social (adult) education effort in Travancore Cochin State. Editorial. *Adult Educ Rev* 4 no 4: 73-76 F '53.

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Adult education in New Zealand. V. B. Karnik. *Ind Jnl Adult Educ* 14 no 1: 13-23 Mr '53.

Ayyangar, C. Ranganatha

Secondary education section; presidential address. *Teach Jnl* 32 no 1: 1-5 J '53.

Ayyangar, C. R.

The XXVII All India Educational Conference: Secondary education section. *Educ Ind* 19 no 7: 211-14 J '53.

Ayyangar, N. Kuppuswami

A warning to basic educationists. *Educ Rev* 59 no 1: 3-5 J '53. *Prog Educ* 27 no 8: 230-33 Mr '53.

Anantham, K. R. K.

The pivotal problems of physical education. *Ind Jnl Adult Educ* 14 no 4: 221-27.

Austin, D. B.

Trends in secondary education in the United States of America. *Jnl Educ Psych* 10 no 4: 170-75 J '53.

Avinashilingam, T. S.

The Task of secondary education re-organisation. *Jnl Educ Psych* 10 no 4: 183-86 J '53.

Balasubrahmanyam, S. R.

Social studies in secondary schools. *South Ind Teach* 26 no 2: 54-57 F '53.

Banerjee, P. N.

Address of the President, University Section, All India Education Conference, Nagpur. *Teach Jnl* 31 no 12: 423-33 D '52.

BASIC education

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A NOTE ON THE BEGINNING OF ENGLISH EDUCATION IN INDIA

THE history of English education in India is only one chapter in the general history of Indian education. When we refer to the beginning of English education in India, we must distinguish between the patronage given to indigenous education by the East India Company and the attempts made by that Company to foster English education, not among its own civil servants, but among the public. We are not concerned here with patronage by the Company to indigenous education. It is a well known fact that long before the British came to India, education was one of the major subjects which Indian monarchs had successfully tackled. No doubt, when the British appeared as a powerful factor on the political scene of India in the 18th Century, the number of indigenous educational institutions had considerably declined as a result of the waning fortunes of Indian rulers. It is this which, among other reasons, explains why the East India Company under the guidance of Governor-General Warren Hastings tried to resuscitate indigenous knowledge by founding a Hindu College at Banaras and a *madrassa* at Calcutta, both meant exclusively to promote the cause of Oriental Learning. The personal interest of Warren Hastings in education and his knowledge of Persian were, perhaps, responsible for the active part which he took in reviving Oriental Knowledge. But this does not mean that the Bengal Government fostered the cause of English education.

Neither does it mean that the establishment of official institutions like the College at Fort St. George and the Fort William College at Calcutta, which catered solely for the needs of the civil servants of the Company, in any way advanced the cause of English education.

Before we pass on to the part played by the East India Company outside the Bengal Presidency, in regard to the opening of English schools, it is worth mentioning the earlier attempts of Europeans, who were responsible for setting up schools on the Western model. The earliest amongst these were the Jesuit Missionaries, who in the 16th Century set up schools at Goa. The Dutch imitated them in Ceylon in the 17th Century. But neither the Jesuit Missionaries nor the Dutch taught English in their schools, although it must be said to the credit of the Jesuit Missionaries that they were the first to understand the value of Indian languages for propagating the Bible among the people of South India.

Early Attempts by the English Company

It was left to the Company's Government at Madras to take the initiative in regard to the opening of schools where English was taught in addition to Indian languages and where no attempt was made to force the Christian religion on Indian students. This step was taken in 1677, when the Company

engaged a School Master for the White Town of Fort St. George, Madras. The teacher's name was Ralph Orde, and his salary was £50 per year. His duties were not limited merely to teaching English children, but were extended to the Portuguese and even to Indian children, thereby foreshadowing the work of the Educational Department of modern times⁽¹⁾. The school thus established by the Company was a Free School in which English, Tamil, Arithmetic, and Merchants' Accounts were taught. That the Fort St. George Government was earnest in its desire to foster the cause of English education within the limits of its Presidency, is proved by the fact that the upkeep and the maintenance of this school was included as one of the duties of the Mayor and Aldermen of the city of Madras. The Mayor and Aldermen of Madras had been set up by the Charter of the Company of 1687, although they began to function only in 1692. They were to maintain "a convenient School House for the teaching of the 'Gentues' or native children to speak, read and write the English language and to understand Arithmetic and Merchants' Accounts." However, as a result of the rivalry between President Yale and the Mayor, no revenues were allotted to the school for some time. But by 1700 this school seems to have been firmly established with other schools in Madras, for in that year Alexander Hamilton wrote that there were schools for the teaching of English, Portuguese, Latin, Hebrew, and the Indian languages at Madras⁽²⁾. In 1704 the Free School secured the bene-

fit of a public library which comprised mostly books on divinity⁽³⁾. We are in the dark as to who exactly administered the school from 1677 till about 1715. But in 1715 it was converted into the Charity or the Church School⁽⁴⁾. In 1717 its trustees received from the East India Company a building called the Jearsey House in Charles Street, Madras⁽⁵⁾. This proves that the East India Company still took an active interest in the progress of the Free or Charity School. By 1720 it was thrown open to all classes of people⁽⁶⁾.

From this it is clear that the Government cooperated with private agencies in running educational institutions, particularly in Madras. A word on the progress of Charitable Schools in Bengal. The Fort William Government did not take any decisive step in the matter of establishing schools in Bengal, where English could be taught, although it had given liberal endowments to the Banaras and Calcutta educational institutions to foster the cause of Oriental Learning. Charitable Schools figure in Calcutta from 1729 till 1789, but they were only three in number⁽⁷⁾.

Danish Attempts in the South and the North

In the meanwhile the East India Company in the South was forging ahead with schools. Here their attempts ran parallel with those of the Danish Missionaries, who seemed to have received inspiration from the earlier missionary enterprises of the Jesuits and the Dutch. The earliest

(1) Love, H.D., *Vestiges of Old Madras*, I. p. 397; *Public Despatches from England*, I. 12th Dec. 1677. (2) Love, *ibid.*, I. p. 499; II. p. 88. (3) Love, *ibid.*, II. pp. 78-83. (4) Love, *ibid.*, I. p. 164. (5) Love, *op. cit.*, II. p. 54. (6) Love, *ibid.*, II. pp. 153, 163. (7) Thomas, F.W., *History and Prospect of British Education in India*, pp. 16-17.

Danish attempt at setting up schools in the South was at Tranquebar (1706). This was a purely missionary venture led by great missionaries like Ziegenbalg, Plutschou and Schulze. At first English was not taught in this School, the pupils being taught only Tamil and European works translated into Tamil. The strength of the school in the first year was only 400. But with the waning fortunes of the Dutch and the increased prosperity of the English in the South, the need was felt to include English even in schools administered by the Dutch. This explains why in 1746 English was introduced by the Danes into their school at Tranquebar, with the result that the strength of the school rose to 570 in that year. Tranquebar was conquered by the British in 1801, and by 1815 all schools run by the Danish Missionaries numbering 23 and containing 700 students, — out of whom 150 were taught English, — passed into the hands of the Christian Knowledge and Church Missionary Societies⁽⁸⁾. These attempts of the East India Company and of the Danish Missionaries cover the period from 1717 to 1746, and refer only to the South.

The Danes did not confine their activities only to the South. In the North they set up schools at Serampore (Srirampur) in 1793. Here it was the Baptist Mission which, under the guidance of men of distinction like Carey, Ward, Brunden, Grant and Marshman, set up a number of schools, in which elementary works on Grammar, Arithmetic, Astronomy, Geography, general history, and "Treatises on the Creator and the nature of the Soul" were taught⁽⁹⁾. By this year (1793) the minds of Englishmen, Danes and

Indians were all perturbed by the great question of introducing Western knowledge through the medium of a Western language into India.

Policy of the East India Company

While the Danes were decisive in the matter of introducing Western Knowledge at Serampore, the Fort William Government wavered as to the policy it was to follow in regard to the same great question. This was due to the fact that the Court of Directors themselves had not made up their mind concerning it. As early as 1677 they had permitted the Company at Madras to employ a School Master to teach English first to English children, and then to Portuguese and Indian Children. In Bombay, too, the Court of Directors followed a liberal policy of education. In their reply dated September 21, 1821, the Court of Directors approved of Mountstuart Elphinstone's plan of setting up an English school at Bombay with an endowment of Rs. 2,500/- a year, and likewise of establishing a Medical Board in the same city for diffusing Western medical knowledge⁽¹⁰⁾. But so far as Bengal was concerned, the Court of Directors were not equally generous. Indeed, when Wilberforce gave public notice in Parliament in 1793 of a resolution which contemplated the adoption of such measures as would gradually tend to the advancement of the inhabitants of British India in useful knowledge leading to their moral and religious improvement, the Court of Directors flared up and maintained that it was not only not their duty to educate the people of India, but that it was a most "absurd and suicidal measure which would be devised",

(8) Thomas, *op. cit.*, pp. 16-17 (9) Thomas, *ibid*, pp. 19-20 ; Marshman, *The Life and Times of Carey, Marshman, and Ward*, II. pp. 81-82 (10) Thomas, *op. cit.*, p. 47.

which would end in the expulsion of the English from the country. Not content with this outburst, the Directors quoted the example of America which had been lost to England, and said that they must in India "avoid the rock on which we had split there⁽¹¹⁾". This strong exception which the Court of Directors took to the introduction of Western knowledge on Western lines in India as a matter of general policy, perhaps explains why no attempt was made by the Bengal Government to utilize till 1813 a sum of £10,000 a year, which had been included in the India Bill of 1813 exclusively for the promotion of Hindu learning. Indeed, it may be said without any exaggeration that till 1823, the Bengal Government did not make any attempt to appropriate this amount⁽¹²⁾. This is rather strange when we realize that it was in Bengal that the curiosity about European knowledge was first felt. With 1823 the first stage in the history of European education, which saw almost entirely private effort with occasional Government interference, came to an end, and the second stage commenced⁽¹³⁾.

The Danes and Degrees

Before we proceed to the second stage in the policy of the East India Company, it is proper that we should mention the contribution of the Danes to higher education. A question is sometimes asked of who were the first to confer degrees in India—the Danes or the English; and which of the kings of Europe took an interest in this matter? On the question of degrees, a distinction should be made between conferring titles and conferring degrees.

As is well known, it was traditional Indian policy to confer titles on learned men and on advanced students who had satisfied certain high educational standards. With titles were sometimes also conferred, dresses of honour. The East India Company continued this traditional Indian policy. This is proved by the Charter of 1813 which says that the Court of Directors caused it to be made known in India that the British Government contemplated establishing among natives a gradation of honorary distinctions as a result of merit, by the presentation of dresses of honour or by conferring titles. They were led to assure this by the excellent results which had been obtained in the schools of the Madras Presidency⁽¹⁴⁾. The credit, therefore, of conferring honorary distinctions as a result of merit either in the shape of dresses or of titles, goes undoubtedly to the East India Company. But the honour of conferring degrees on the Western pattern goes to the Danish Missionaries at Serampore. It was Dr. Marshman, one of the educational pioneers at that centre, who was instrumental in obtaining for the College of Serampore in 1827 from the Danish king at Copenhagen a Charter empowering it to grant degrees similar to those granted by the Universities of Copenhagen and Kiel. These degrees gave the possessor a certain rank in the State. The Danish monarch who conferred the Charter on the Serampore College was Frederick VI, who came to the throne of Denmark in 1815, and ruled till 1839. The story of Dr. Marshman's personal attempts at Copenhagen in this direction makes very interesting reading in his own narrative⁽¹⁵⁾.

(11) Marshman, *op. cit.*, II. p. 18. (12) Marshman, *ibid* II. P. 51; Thomas *op. cit.*, pp. 24-25; Bomman-Behram, *Educational Controversies in India* ; p. 31. (13) Thomas, *ibid*, p. 16. (14) Marshman, *op. cit.*, II. 85-86.

Schools Before Macaulay

The Bengal Government now moved with the wind. This brings us to the second stage in the policy of the East India Company which echoed the celebrated Minute of Macaulay. But before we refer to it, we may note that by this time English schools had already been established in many parts of India, particularly in the South. We have referred above to the attempt of the Company and of the Danes in the South from 1677 till 1746. Between 1804 and 1816 a network of Missionary schools was established in South India at Vizagapatam, Ganjam, Travancore, Bellary, Madras and Ceylon; in the North at Agra, Meerut, and Calcutta; and in the West at Surat⁽¹⁵⁾. In 1816 at the instigation of a Calcutta watch-maker, David Hare, a number of leading Hindus in Calcutta met to found a college for teaching European knowledge. This was the Hindu College (Vidyalaya) at Calcutta which was maintained on private contributions till 1819, when it was taken over by the Bengal Government. Thus was established the first Government College in India to impart European knowledge. It became the well known Presidency College of later times. In 1818 was established at Banaras the Jayanarain Ghoshal Chariety School, which was converted later on into the Jayanarain College. It was supported partially by the Company which from 1819 onwards sanctioned Rs. 3,000/- a year for its expenses. This College provided a secondary training in English, Persian, Bengali, Reading, Writing, History, Geography

and Astronomy. We have already mentioned above Mountstuart Elphinstone's plan of setting up an English school and a Medical Board at Bombay in 1821. In the same year a Hindu College was established at Poona modelled on the Banaras College, which latter had been established in 1791 by Jonathan Duncan, Resident of Banaras, and which was exclusively meant for the advancement of Hindu knowledge and culture. In 1822 Sir Thomas Munro submitted his scheme to the Directors to establish schools and colleges in Madras, where English would be taught with Tamil and Sanskrit. In 1823 Mountstuart Elphinstone shaped the educational policy of the Bombay State on Western lines through the medium of English. In 1825 English came to be taught in the Hindu College at Poona. In the same year was founded the Delhi College. And by 1826 instruction through English became a settled fact in the Madras Presidency⁽¹⁷⁾. The fervour of spreading knowledge through the medium of English spread throughout the country; and Dr. Alexander Duff, who had arrived in early 1830 at Calcutta, opened a school in that city to impart instruction through English to diffuse the science and literature of Europe among Indians⁽¹⁸⁾. Indeed by 1830 the ground was fully prepared for the celebrated Minute of Lord Macaulay.

English Becomes Medium of Instruction

Macaulay's Minute marks a decisive step forward in the educational policy of the Bengal Government. The

(15) Marshman, *op.cit.*, II pp.323-325. On the dates of the Danish monarch read *Cambridge Modern History*, XI. p. 691; *Ency. Britt.* VIII. p. 37 (11th ed. New York 1910). Read also *Calcutta University Commission Report*, I.P.I. pp. 33-4; *Radhakrishnan Commission Report*, II. p. 13. (16) Thomas *op.cit.*, p. 19. (17) Thomas, *op. cit.*, pp. 25, 26, 27, 45, 46, 47, 50, 51, and 152; Bomman-Behram, *op.cit.* p. 18. (18) Thomas, *ibid*, p. 28.

Minute was dated 2nd February, 1835. It is sometimes questioned whether Macaulay's Minute formed the basis of the declared policy of the Bengal Government for imparting the Western type of education. The answer is definitely "Yes". This is proved by the Proclamation of Governor-General Lord William Bentinck dated the 7th March 1835, the second paragraph of which reads: "His Lordship in Council is of the opinion that the great object of the British Government ought to be the promotion of European literature and Science amongst the natives of India, and that all funds appropriated for the purposes of Education would be best employed on English education alone". Further on in the same Proclamation, we read: "His Lordship in Council directs that all the funds which these reforms will leave at the disposal of the Committee be henceforth employed in imparting to the native population a knowledge of English literature and Science through the medium of the English language: and His Lordship in Council requested the Committee to submit to Government with all expedition a plan for the accomplishment of this purpose"⁽¹⁹⁾. It will thus be seen that the Government of Fort William accepted in 1835 as its declared policy the imparting of the Western types of education through the medium of the English as laid down in Macaulay's celebrated Minute.

Control by Government

While Macaulay, therefore, was responsible for giving the English language the front place in the educational system of the country, Sir

Charles Wood (Lord Halifax) was responsible for stabilizing the entire system of education, and for indicating the part which the Central Government was to play in the history of education in India. Sir Charles Wood's famous Despatch on Education is dated 1854. It is significant from two points of view. First, Wood's great Despatch marked the end of the second stage in the history of European Education in India which had commenced in 1823. Secondly, Wood's Despatch commended to the special attention of the Government of India the importance and far wider extension of education, both English and Vernacular, and prescribed as the means for the attainment of these objects: (i) the constitution of a separate Department of administration for Education; (ii) the institution of Universities at the president towns; (iii) the establishment of institutions for training teachers for all classes of schools; (iv) the maintenance of the existing Government Colleges and high schools, and the increase of their number where necessary; (v) the establishment of new middle schools; (vi) increased attention to vernacular schools, indigenous or other, for elementary education; and (vii) the introduction of a system of grants-in-aid⁽²⁰⁾. In fact, Sir Charles Wood completed the edifice designed by Macaulay, and included within the orbit of the Education Department, Government of India, not only the question of administering Universities at the Presidency towns, but also that of Training Colleges, Middle schools and Vernacular Schools throughout the country.

B. A. Saleore

(19) Thomas, *op. cit.*, pp. 35, 155, 156; *Calcutta University Commission Report*, I. p. 35; Smith, V.A., *Oxford History of India*, p. 670 (2nd ed.) Macaulay's Famous Minute is published in full in the *Calcutta University Commission Report, Volume of Indices*. (20) Thomas, *op. cit.*, pp. 16, 61, 62.

EDUCATION IN NEW CHINA

IN a world where so many examinations are held and proficiency tests have been devised, it may seem absurd at first sight to say that education is a process most difficult to judge by its results. But it is nevertheless true. To complete a course and pass the prescribed examination is education in a very limited, mechanical sense. It does not indicate, in any meaningful way, the effect of this education on all that matters in actual living, and life in its turn is subject to so many influences and circumstances and is full of such variations depending on the character and personality of individuals that it cannot be used as a yardstick or criterion. When judging systems of education, we have to fall back on principles, to consider a system good or bad according to the principles on which it is based. It is better, therefore, to be clear about the principles, to state frankly that they constitute the criterion, than to keep them at the back of the mind, and create suspicions of antagonism and prejudice. In judging their system of education we are liable to judge a whole people, and we are not entitled to do so except on grounds of principle.

In New China the aims of education have not been left vague, as they are liable to be in countries with an established liberal tradition. "After the victory of the Chinese people", the President of the Sun Yat-sen University in Canton told the members of an

Indian Good-will Mission in 1951, "this University was taken over, and now we are determined to carry out the policy of the Chinese People's Government. I have just returned from Peking. We are determined to carry out the policy of our Chairman, Mao Tse-tung. When we took over this University, the first thing we did was to have all our teachers undergo a political and ideological reorientation. We have achieved good results after two years. Hereafter we will not only continue to have our chief efforts focussed on political and ideological reorientation, but also we are to study more and more of the thoughts of our Chairman. There are several points in the educational theory of our Chairman. First, education must serve our political and economic needs. In capitalist countries, education is above politics and above economics. We think this point of view is false. Therefore, our new Chinese education must serve our new political and economic ends. Our educational theory is being led by the thought of the proletariat workers, just as our whole political system is being led by the working class. Our education is for the workers, the peasants and the soldiers, because they are the mainstay of our nation. Education must be a co-ordination of theory and practice. There is a close relationship between our several faculties and corresponding government departments, so that we can co-operate in building up our New China. We want to create the objective conditions to improve the

welfare of our nation. Although we have financial difficulties, our whole University, including our teachers and students, want to carry on our mission, entrusted to us by our country. We have an excellent example in the Chinese Communist party in this respect. It has gone through many difficulties in the last thirty years, but at last it has achieved its end".

There is a strength and precision in this statement of educational policy which is most striking. The same point of view was explained to some members of the Good-will Mission in another form by Prof. Chang-Hsi-jo, a non-Communist member of the Chinese National Committee. When asked about the extent of academic freedom in China, he said that the question would have been relevant before the Liberation; it was not relevant now. As an intellectual fully dyed in the Anglo-Saxon traditions of liberation, he himself had believed in the value of academic freedom. It was something essential in a competitive society, where life was acknowledged to be a struggle for existence. In New China the question of academic freedom did not arise. Here Marxist philosophy would have to be accepted, with all its implications for the aims of education.

This attitude is not the result of a sudden change. The Ching Hua University is an illustration of how education in China has been transformed. This university was established in 1911, as a college whose capital and other expenditure was paid out of the indemnity exacted by the U.S.A. in 1900, its obvious aim was to help in the Americanisation of the Chinese intelligentsia. But students of this college

participated in the May 4th Movement of 1919, and established a revolutionary tradition that was continued afterwards. In 1925, the college became the Ching Hua University and new departments were added from time to time. The revolutionary fervour of the students also increased. An anti-Japanese movement was started on 29th December, 1935, and students joined the Communist party. Shortly after the Japanese invasion, a part of the teachers and students of Ching Hua walked over 1000 miles to Changsha, carrying books and equipment with them. Those who remained behind organised a movement against the Kuomintang in 1945. A year later, the self-exiled part returned to Peking, and all that had been destroyed was rebuilt by the common effort of teachers and students. Till the collapse of the Kuomintang in Peking, the university was a 'Liberated Area' in miniature.

Now Ching Hua is putting into practice the policy of the Common Program. In 1951, there were short courses for revolutionary cadres wishing to join the university, and 1600 students of the university had entered cadre schools. Several teachers had joined in the Land Reform campaign, and almost the whole body of students and teachers had participated in a propaganda campaign in the previous spring. The university had opened special classes to train students for the execution of government projects and there were 16 teachers doing research work themselves and directing research groups with a view to improve educational and organisational standards. In the hydraulic engineering section, a group of students who had undertaken to dam a neighbouring river were making preliminary experiments.

The development of a country cannot be held up out of regard for academic syllabuses. Side by side with the old institutions, transformed to meet the new requirements, new ones are being established that directly reflect the policy of the People's Government. One such institution is the Nan-fong (i.e. Southern) University in Canton, another the People's University at Peking, which was being built when the Goodwill Mission went in 1951, but has, it is understood, now been completed.

In the Nan-fong University, the number of students, boys and girls, is about 5,000, one-fifth of whom are drawn from the rural areas. The students are selected by the government, their tuition, board and lodging is free and they are given clothes and pocket-money in addition. The social sciences form the larger part of the syllabus, which means that the primary object is to give instruction in the social and political doctrines of the People's Government.

Everything in the Nan-fong University is typical. The buildings are new, the roads are new, the trees planted along them are young. New wine in old bottles cannot be the same as new wine in new bottles. The teachers of the university are most probably party men with ample experience of applying knowledge to the different situations of life. Teaching would not be a vocation for them, but a means to an end. In the students, what strikes one most is the appearance of health and happiness. They and their minds are being drilled. There is no doubt about it. But there can be situations when drilling meets mental and emotional requirements. It is these situations that make us ponder whether a freedom that might lead to frustration because it is lacking in in-

tellectual and moral content is more desirable than a rigid programme of mind-conditioning which gives a purpose to life and is willingly accepted.

There are other aspects in the same situation that create serious doubts. The relation between society and education is so intimate that society almost always determines the form, content as well as the aims of education. Those educators in New China who believe that they are working in the best interests of peasants and workers—workers meaning all who are not employers in the capitalist sense—should be proud rather than ashamed of the principles they follow, because the conscious identification of the individual with aims that are fundamentally social and moral is the highest kind of life, and a system of education which enables the individual to fulfil himself in society and society to fulfil itself in him is the best of all possible systems. But it always takes time for such ideals to permeate the minds of those who have become used to performing services entrusted to them without giving thought to their moral value. A process that for Prof. Chang Hsi-jo represented a great awakening would, for a man of smaller stature and lower intellectual calibre, appear to be conversion under orders from the government, because he would emphasise too much the fact of conversion and the outward changes it had produced, and make what is meant to be an idealist attitude towards education appear to be a form of organised enslavement of the mind.

I have here in mind a speech of welcome to the members of the Goodwill Mission made by the President of the Yen Ching University in Peking. He said the University had been taken over

only seven months earlier. Till then it had been a hot-bed of American cultural and other interests, and only after its conversion could a line be drawn distinguishing friends from enemies. Outwardly, Yen Ching looked more Chinese than other universities. It offered courses in the Chinese classics, and had had Chinese presidents. But really it was part of "the bag of tricks with which Americans carried on cultural aggression", and "some of our teachers were cent. per cent. cultural lackeys". Speeches by some headmasters of middle and primary schools were made in the same spirit, and showed that even in an idealistic atmosphere men do not remain on the same level. Heights and depths are characteristic of the configuration of every society.

New China has come into being because of Chairman Mao's principle of theory and practice. The struggle against Japan; against the Kuomintang, against foreign intervention; the land reform, the organisation of production, even the administration of justice, all have been used as means of education by the Communist party and its political workers, by the administrators, by the Liberation Army. Now the Common Program means Education and Education means the Common Program. That is what I realised after a good deal of

enquiry about the methods of adult education, the means adopted for attaining total literacy, the co-ordination of the program of industrial development with urban and rural education. The People's Government is not looking at life in parts, and is not breaking up its policy into isolated aspects. What we call education will be one of the by-products of the Common Program, which comprehends the political, economic and cultural life of the people. Adult education is not now, and perhaps will never be, something by itself. The peasants in China may not become literate in our sense of the term for another ten years, but they will be politically conscious, socially active and economically progressive, because the Common Program makes them accept certain political values, requires them to perform certain social functions to the best of their ability and to increase production to the utmost. The People's Government for its part, continuously stimulates ambition. But the ambition of the individual is given a social background and a social objective. A complete picture of the existing political and economic condition of the country and the line of development in the near future is imprinted on his mind. The concept of national progress is too big for him to twist to his own purpose, and he can only become a conscious instrument for the fulfilment of the Common Program. That is his education.

M. Mujeeb

THE TEACHING OF POLITICAL SCIENCE IN INDIA

"I tell you, friend, surgery is the oldest science," said the medical doctor. "Let there be no mistake about it. Perhaps you will recall, on no less, an authority than that of the Bible, that God administered anesthesia to the first man, Adam, causing a deep sleep to fall upon him, and pulled out one of his ribs, metamorphosing it into a woman. This is the oldest known case of surgery."

But the architect was not convinced. "Indeed," he retorted, "the removal of Adam's rib might well have been the first major operation, but that doesn't make surgery an older science than architecture. After all, God as the great Architect of the Universe, had to plan, design and create a habitable earth from the chaos which then prevailed. Surely, doctor, you will agree that architecture is the oldest science."

"Not at all!" protested the politician. "You admit that God created the cosmos from the chaos. So be it! But pray tell me, who created the chaos?"

"The politician, of course!" chorused the other two.

"Well, then, gentlemen," smiled the politician, "everyone agrees that Politics is the oldest science."

Politics and Political Science

Whatever be the veracity or worth of the above anecdote, it illustrates the type of impression which many people entertain about Politics, or more aptly,

Political Science. Academically, these two terms are interchangeable; from the days of the Greek sage Aristotle of the 3rd century B.C. to the English political scientist Laski of the 20th century A.D. they have, not infrequently, been synonymous. Nevertheless to the popular mind, the term 'Politics' connotes all the confusion and catastrophes which have beset mankind from the beginning of time, all the corruption, bribery, nepotism, intrigue, wars, and other conceivable malpractices of a nefarious nature. But such diabolical delineations are never countenanced by a student of Political Science as interpretive of his subject. To him it is a noble pursuit, a science worthy of the prince and the people alike, who together compose the State, the most powerful association yet devised for promoting its common welfare through separately organized territorial communities.

Political Science: The Study of the State

The State has its own objectives and a set of philosophies which furnish the *raison d'être* for them. So, too, the State, like any other association, has a constitution and an organization of its own. That organization is the government, which for all practical purposes exercises an authority superior to and directive of all other authorities within its territorial jurisdiction. This sovereignty or supreme power of the

State regulates through its orders or laws the external conduct of its people; it enables them to enjoy safe and secure conditions of life by exercising their freedoms adjusted through laws; and it carries on externally its relations with other entities like itself. Because of these and other circumstances, Political Science in ancient India was called the *Arthashastra*, "the science of the commonwealth", or *Danda-Niti*, "the principles of government". To such high eminence had the credit of this science been advanced through the ages that Somadeva Suri, the author of *Nitivakya-mrita* of the 10th century A.D., saluted the State as "the tree of *Dharma* and *Artha*"—a thought that dates back to Shukra of perhaps the 3rd century B.C.

The Greek philosopher Plato pointed out that "cities (States) will not cease from evil until kings are philosophers or philosophers are kings". Aristotle held that "if all communities aim at some good, the state or political community, which is the highest of all, and which embraces all the rest, aims at good in a greater degree than any other, and at the highest good". These salutary characteristics have always justified the teaching of Political Science to the young people in the colleges and universities of the world. It prepares them for intelligent and effective citizenship, for definite service to their country in its executive, legislative and judicial spheres, and for raising the ethos and morale of the whole nation through their collective, corporate and common endeavours in the social, economic and cultural fields. It is in this way that they strive together to realize the perfection, to the extent perfection is possible in an organized human setting, of the personality of the individual; and thus to

win for their State a recognized status of respect and responsibility in the society of States. "the Family of Nations".

Political Science in India : Our Heritage

It is not always remembered that India has made quite significant contributions to Political Science. The great Sanskrit scholar, Max Muller, thought that religion and philosophy were the only subjects in which "the Indian mind found itself at liberty to act, to create, and to worship". But Dr. Jayaswal points out that: "The Hindu race has experimented in great and various systems of state and political machinery". The *Vedas*, dating between 1500-500 B.C., the *Artha-shastra* of the 3rd century B.C., the *Shantiparvan* of the *Mahabharata*, dating back to 500 B.C.-500 A.D., and various other *Sutras* and *Shastras* like the famous *Manava Dharma Shastra* and certain Buddhist works like the *Jatakas*, supply us with sufficient information on the different types of polities that functioned in India for nearly thirty centuries, "a career longer than that of all the polities known to history". Further research may yield evidence on whether or not these ancient works formed part of the discipline of the average young man in the early days of our civilization. Perhaps, we may be right in concluding that at the *Vishwa Vidyalayas* (universities) of Nalanda and Takshashila (Taxila) Political Science may have been taught on the basis of these writings.

The establishment of the British Empire in India precipitated the demand for clerical assistants to man the various government offices. Some of these men had to be tutored in the use and significance of British political

terminology. Later on, the creation of the Indian Civil Service, indisputably one of the finest civil services the world has ever seen, made the need obvious for some at least of the civil servants to have a wide knowledge of political theory and organization, with special reference to and emphasis on English political thought and practice. But every Indian aspirant to the civil service could not go up to Oxford, to Cambridge or London for his training. Moreover, there were apprehensions about the advisability of politically equipping large numbers of young Indians, as such a procedure might ultimately spell insecurity to British supremacy in India. Nevertheless the British government, nurtured in democratic traditions from Anglo-Saxon days, finally consented to the teaching of Political Science in the Indian universities, some four decades ago.

Present Teaching of Political Science

The earliest collegiate level at which Political Science is offered in India is the Intermediate Arts classes. Here the subject is introduced as Civics, consisting of such topics as the origins of Society and State, central and local governments, citizenship, and matters of local administration like sanitation and public health. A very general survey of the Indian constitution is also given.

At the next stage, in the B.A. classes, a student proceeds to do certain general courses on the State, theories of its origins, nature and structure, sovereignty, law, liberty, rights, and the purposes of the State, as outlined by various schools of political thought, ranging from Idealism to Anarchism. In addition, a course is usually offered on the constitutions of various countries, including India. But these courses are not everywhere uniform.

The third stage is the Master's. Here political theory and its history are studied in general, along with a critical study of one or more original thinkers like Plato, Aristotle, Machiavelli, or others. At the present time, provision exists in several Indian universities for specializing in ancient Indian political thought and practices. Unfortunately most teachers of Political Science in India are men without any working knowledge of Sanskrit or Pali, so that research in this field is still far from extensive. Perhaps, Sanskrit or Pali or both ought to be introduced at the M.A. stage so that advanced research in Indian political thought would be possible after the B.A. degree. Such a study seems essentially, though perhaps not exclusively, a particular responsibility and privilege of our own people.

Besides the subjects already mentioned at the Master's level the student has the opportunity of studying Public Administration, Public Finance, International Relations, International Law and Diplomacy, and International Organizations. Here, again, there is no uniform set of subjects or standards for all the universities. In these fields which require teachers with advanced training, the teaching on the whole appears unsatisfactory. This is understandable; the opportunity for Indians to use International Law and Diplomacy in a practical sense occurred only with Indian independence just over five years ago. But from now on any indifference to the teaching and to research in these subjects, in which there are "chairs" in British, European and American universities, may result in a harmful paucity of efficient personnel for our foreign and diplomatic services. This situation should solicit the attention of our government.

In some universities a B.A. Honours course is provided in lieu of a Master's, i.e. after a certain period subsequent to passing the Honours examination, a person becomes a Master of Arts without further study or examinations. Other universities, however, require for the M.A. a regular two years' course of study after the B.A. Honours degree.

The final stage is the Doctorate in Philosophy, the Ph.D. degree. This in India is given exclusively on the basis of a thesis written after satisfactory research.

Statistics of Universities and Students

Of the 30 universities in India, 15 have Departments of Political Science. Annually between 3000—5000 students take post-graduate courses in this subject. In addition, there are large numbers taking Political Science for the B.A. or B.A. Hons. degrees, not to mention those who study certain courses in the subject under the departments of History, Economics, Sociology, and Law. Add to these the many who take Civics in the Intermediate classes in the 600 or more colleges in our country, and we have a large over-all total of students who get some smattering of Political Science during their academic career.

Problems of Teaching Political Science

There are several serious problems which confront the teaching of Political Science in India today. The first is the dearth of adequately trained teachers. There seems to be a partially erroneous notion in our country that any social scientist is good enough to teach Political Science at any level, even to direct research although he himself may have done no research. No one would insist that only a specialist in Political Science should ever be permitted to teach that subject. Stir-

ring events like the "French Revolution from the Fall of the Bastille to Waterloo; the English Revolution from Eliot, Pym, Hampden, Oliver Cromwell to Naseby and from Naseby to William and Mary; American Union from the Philadelphia State House in 1776 to the Appomattox Court House in 1865; Democratic Ordering in England from the Reform Act of 1832 to the Parliament Act in 1911"; the Industrial Revolution from the 18th century to the present day—the bourgeois-proletariat struggle; the Independence of India from the Mutiny of 1857 to the Sovereign Democratic Republic of 1947—these have a powerfully political, economic, historical, social and psychological content. Consequently a thoroughly competent historian, economist, lawyer or philosopher may be entrusted with teaching and guiding research in Political Science, provided such research is confined to those parts of political Science to which these are related. In return, a political scientist may render a similar service in the fields of History, Economics, Law or Philosophy; but these present exceptional circumstances. It seems desirable, therefore, that a person who enters the portals of teaching, whether it be teaching Political Science or Pottery, should do so only on presentation of at least an authentic diploma testifying to his training and competency in that particular subject. This observation is elicited by reports that in certain university departments persons are placed in commanding positions who do not hold even a single degree in the subject which is the special charge of those departments. If this is true, it is unfortunate. Where efficiency in the subject is sacrificed, teaching and research at higher levels are bound to be of mediocre consistency.

Teachers' Preparation

There is a further aspect to this problem. This concerns the type of preparation which a prospective teacher receives at the doctorate level. In India the rules for a doctor's degree in the social sciences appear to be comparatively simple. After the M.A. degree, a candidate selects, in consultation with the Head of the Department of Political Science, a subject of research to be pursued under a supervisor appointed by the relevant university authority. The results of the research are subsequently co-ordinated as a thesis. If the head of the Department is satisfied that the thesis merits consideration, it is recommended to the university for appropriate evaluation. The university thereupon appoints competent examiners, usually two or three, to assess independently the merits and demerits of the thesis. If it secures their approbation, the degree is awarded. Such appears to be the general practice in India.

On the other hand, in some foreign universities, noticeably in the United States, the preparation for a doctorate degree is far more intensive. One may well note the salient differences in the American system. Ordinarily, the candidate for the doctorate, after securing his Master's degree, has to register as a resident student for a period of two years and attend regular classes in the general field of his study, whence in due time he should select, in consultation with his teachers, a special subject for research. Not long after his registration he should pass examinations in at least two European languages, other than his mother tongue. Subsequently, when the candidate entertains sufficient confidence of his success, he should request the

university authorities for an examination in the general field of his studies. This ordeal is strictly individualistic, held for that particular candidate alone. It may be written or oral. In the latter case the candidate would be examined by a team of university professors, sometimes along with experts invited from outside for the occasion. Five to seven inquisitors may be present, and the examination may last for three or more hours. If the candidate survives this grilling, he has cleared his major hurdle, and can now proceed to complete and to submit his doctoral dissertation. This research product has to be defended; so another examination is held when the candidate is ready. Again professors with profound research experience and others with expert knowledge of the field covered by the thesis will surround the candidate to ascertain if he has done the necessary research, if it is his original work, if he has utilized all the available materials on the subject, and to evaluate his ability to defend and establish the conclusions or thesis he has drawn from his research—in brief, to test his knowledge and integrity in his particular subject. This done, the degree is conferred at a later date. With differences in minor details, this procedure appears substantially the same in all the well-known American universities like Columbia, Harvard, Yale, Chicago, Michigan, California and others.

In India we have none of the tests above described, namely, the language requirements, the courses of studies, the general examination, and the defence of the thesis. In spite of the unwarranted criticisms about American degrees, so unfortunately circulated in India, one must in a spirit of *uberrima fides* admit that the training acquired

in securing an American doctorate is much more beneficial for a prospective teacher than the type offered by our own universities at present.

Other Problems

A second problem here in India is that of inadequately equipped libraries, especially in the fields of International Law, Relations, and Organization. Books on political theory and political organizations are fairly well supplied, but even these are not sufficient on the countries of the Far East, the Middle East, the Near East, Latin America and Africa. In many cases our libraries lack up-to-date works on the countries of the Commonwealth. The major cause for this lacuna in our educational facilities is that the colleges and universities have insufficient funds of their own, and are not receiving requisite financial assistance from any other source, public or private.

The third problem is the utter lack of correlation between the two or three years of college or university teaching and the final university examination. An indifferent or recalcitrant student manages his requisite percentage of class-attendance by questionable means, and enjoys a frequent holiday, trusting that university examinations are "lotteries", and that classes do not matter very much. Notions of this description seem almost universal among students. Surely, they tend to water down the warmth of relationship between the student and the teacher, and thus to vitiate the whole sphere of discipline! If class work could be correlated with the results in the university examinations, these unpalatable situations might perhaps be averted, and a fairer assessment of the student's ability would be obtained. Instead,

one is forced to read of students who as a result of failures, often least expected, commit grave wrongs to themselves, to their families and friends and to society at large. It is high time that the whole field of examinations be subjected to a searching scrutiny.

A fourth problem is the scarcity of scholarships to encourage the study of Political Science. This subject, being somewhat new in India, particularly in its international aspects, requires real encouragement, considering that we have realized our political independence only recently. Subjects like history, economics, law, philosophy, etc., have had a much longer patronage from governments as well as from private benefactors. While such assistance should not be rescinded, Political Science as the science of the State should obviously secure State support if it is to be more serviceable to State and society alike.

Recently a theory has been in circulation that Indian students need not be sent to foreign universities at government expense to specialize in the social sciences. However relevant this opinion may or may not be to the other social sciences, certainly in respect of Political Science it is imprudent. In a land where specialists in Political Science are distressingly few, there is imperative need to send our men and women, carefully selected by our government, to specialize in every sphere of political education.

The last problem is the difficulty of attracting talented young men and women to the field of teaching Political Science. This observation is valid for the general sphere of teaching, irrespective of the subject, the alleged reason being that education as a pro-

fession is not remunerative enough—this point need not be overemphasized. One factor, however, solicits special mention: there has always existed a belief in our country that education is the highest form of wealth. So it is. An uneducated citizenship is anathema to democracy, if by democracy we mean, in the words of Viscount Morley, a "government working directly through public opinion". How can a well-balanced public opinion on any matter of importance to the people of the State be formulated by an uneducated mass of mere humanity? Where the citizen is not inspired to contribute his share of reasoning in the creation of a political atmosphere congenial to the promotion of common welfare, he is either indifferent to or ignorant of his position and responsibility in a State like our own which is a "sovereign democratic republic". The duty and, indeed, the privilege of stimulating the interest of the citizen in the affairs of his country belongs to leaders, and teachers who in turn should receive necessary training in their subjects and encouragement from the government. That our constitution, for example, is a charter of political and social democracy has yet to percolate into the minds of our people.

That our Five-Year Plan, under the leadership of our able and far-sighted Prime Minister, is a positive and potent instrument for economic democracy has yet to be appreciated by our uneducated masses. But they are incompetent readily to do so today because they are not disciplined to think politically, to visualize that membership in the State is something politically active, socially constructive and vitally personal; that, as our Prime Minister most lucidly stated last year, the policy which the Government pursues "becomes something infinitely more than the policy of an individual or a party, it becomes in a real sense, a national policy having its roots in the way of thinking of the people".

This thinking would be more realistic and continuous if, through political education, the people are persuaded that democracy is a way of life designed to operate within a range of political and economic opportunity and social equality for all. That is the significance of the concept of India as a welfare State. Life in the State, therefore, is the *sine qua non* of social existence and individual progress, for as Aristotle said, it is only "a god or a beast" that can live without the State.

C. J. Chacko

A ROUND-UP OF IMPORTANT RECENT ACTIVITIES OF THE MINISTRY OF EDUCATION

Expert Committee appointed to advise Government on Establishment of New Universities

A Committee of Experts was appointed by the Government of India to advise them on the establishment of new Universities in general and of the Madhya Bharat University in particular. The Committee consisted of the following members:—

- (1) Mr. Humayun Kabir, Member (Convenor), Additional Secretary to the Government of India, Ministry of Education.
- (2) Mr. N. K. Sidhanta, Member, Union Public Service Commission.
- (3) Dr. K. S. Krishnan, Director, National Physical Laboratory of India, New Delhi.
- (4) Dr. V. S. Krishna, Vice-Chancellor, Andhra, University, Waltair.
- (5) Shri P. Gangulee, (Secretary), Under Secretary to the Government of India, Ministry of Education.

The Committee held its meeting on Tuesday, the 14th July 1953, in the Ministry of Education. It resolved that since the question regarding the establishment of the New Universities had been examined by the University Education Commission, no fresh enunciation of principles for the establishment of the new Universities was necessary. The Committee agreed generally with the recommendations of the University Education Commission in regard to the conditions to be fulfilled before a new University should be set up.

With regard to the specific issue of the establishment of a University for Madhya Bharat, the Committee recommended that the claim of the State of Madhya Bharat to have a University of its own was justified and suggested that the proposed University might be of a Federative type. The Committee also made certain recommendations regarding the location of the headquarters of the pro-

posed University and of its various Faculties. The report is under consideration by the Government of India.

Appointment of a New Vice-Chancellor of the Delhi University

On the recommendations of the Committee constituted in accordance with the Statutes of the Delhi University, the President, in his capacity as the Visitor of the University, approved the appointment of Dr. G. S. Mahajani, as Vice-Chancellor of Delhi University. Dr. Mahajani assumed charge of his new post on July 1st, 1953.

Committee on Rural Education at Collegiate Stage

The Rural Education Committee of the C.A.B.E. met on April 6th and 7th, 1953 under the Chairmanship of Dr. Zakir Husain. The Report of the Committee has since been finalised and will be placed before the C.A.B.E. at its forthcoming meeting.

Nirmala College, Delhi

Nirmala College, Delhi, which was hitherto run by the Delhi Jesuit Educational Association, is now being managed by an *ad hoc* Committee set up by the Delhi University, as the Jesuits decided that they would no longer run the College. It has been decided that the College should continue for a further period of two years commencing from July 18, 1953. The *ad hoc* Committee to run the College consists of four members, including the Chairman, nominated by the Delhi University Executive Council, two members nominated by the Government of India, two members representing the teaching staff of Nirmala College and the Principal as *ex-officio* member.

Hindi Scientific terms

Hindi Scientific terms for the use of High Schools prepared under the guidance of the Board of Scientific Terminology, have been tentatively finalised. These terms have now been issued in a printed form, to the public for comment.

Propagation and Development of Hindi

Preliminary approach to this object has been made by the Hindi Shiksha Samiti, under whose direction several sub-committees have discussed various plans for the propagation and development of Hindi. Hindi classes have been opened for employees of the Central Secretariat. The first examination was held in March last, in which 36 passed out of 38.

Five-Year Plan of Educational Development

With a view to the speedy attainment of universal and compulsory education for all children up to the age of 14 as envisaged in the directives of the Constitution and for the expansion of facilities for Social Education, the Government of India are examining the question of giving financial assistance to State Governments for their schemes of educational expansion. The State Governments have been requested to submit their schemes on this subject.

Schemes have been formulated for the promotion of projects relating to Vocational Guidance, Bureau of Text-Book Research and the Production of literature for Basic and Social Education, and are at present being examined by the Ministry of Finance.

Social Education

The Government of India have decided to conduct with the financial assistance of the Ford Foundation, four literary workshops for training promising teachers and writers in the art of writing for neo-literates. The first of these workshops, started at Janata College, Alipur, Delhi, from 1st August, 1953 and will last for a month. The three other workshops will be held in Eastern, Western and Southern regions of the country so as to cover most regional languages.

Social Welfare Board

In accordance with the recommendations of the Planning Commission, the Cabinet has set up a Social Welfare Board which will function under the administrative control of the Ministry of Education.

The main function of this Board will be to advise and help voluntary social welfare organisations throughout the country in maintaining and developing their existing programmes and to integrate them in the general pattern of the First Five-Year Plan.

The first meeting of the Board was held on August 12th, 1953. Mrs. Durga Bai Deshmukh was nominated as Chairman of

the Board. Maulana Abul Kalam Azad, Minister for Education, inaugurated the meeting.

Indian National Committee on Early Childhood Education

The Government of India have set up an Indian National Committee on Early Childhood Education, consisting of ten non-official members with a view to giving due attention to early childhood education in the country, and to provide encouragement to voluntary bodies working in this field. The Committee held its first meeting on the 28th and 29th April, 1953 at New Delhi and formulated its programme of work.

Secondary Education

The draft Report of the Secondary Education Commission has been discussed and finalised. It is now in press and is expected to be published shortly. The Report will be placed for consideration before the Central Advisory Board of Education at their next meeting at New Delhi in the first week of November, 1953.

The Summer Camp for Secondary School Headmasters and Inspecting officers organised by this Ministry in cooperation with the the 27th June, 1953. It proved a great success and helped in the exchange and dissemination of new ideas for the improvement of Secondary Schools. The State Governments have now been asked to organise regional camps on similar lines.

The Government of India have approved the project of the comparative study of Secondary education and Teachers' Training in several countries under the auspices of the Ford Foundation.

The full team of educators will comprise, in addition to four Indian members, two Americans, one Scandinavian and one Englishman. The team will visit secondary schools and study methods of training secondary teachers in Denmark, U.K., U.S.A., and India. Thereafter, the group will prepare a report, setting out recommended policies and lines of action for the improvement of the technique of secondary education in India. The expenditure in this connection will be borne by the Ford Foundation.

Educational Projects

In addition to the two Ford Foundation Projects mentioned under the heading "Secondary Education" the following projects proposed to be implemented through the

Ford Foundation funds, are under consideration by the Government of India:—

- (i) Orientation programmes for Headmasters and Inspectors.
- (ii) Conferences or University and Secondary Education Commission Reports.
- (iii) Statewise experiment in the advancement of Educational and the Bureau of Educational Research.
- (iv) Integrated University courses.
- (v) Model village schools in community development projects.
- (vi) Encouragement of Rural Higher Education.

Audio-Visual Aids

The Ministry has set up three film units in the Films Division of the Ministry of Information and Broadcasting, Government of India, Bombay, for the production of educational films. It has been decided to produce 12 films this year. The films will be mainly on subjects related to class-instruction and social education, but will also include a few entertainment films for children.

The Ministry is also examining the question of obtaining some of the best films produced in any country of the world on the basis of exchanging negatives of the documentaries produced in India.

The loaning system in the Central Films Library of the Ministry has recently been reorganized in order to provide for advance booking of films required by the member institutions spread all over the country.

Training Course by Unesco

Details of the work done by 15 artists, writers and photographers who took part in the recent India-Unesco training course in audio-visual aids in Delhi and Mysore, have been communicated to the States who sponsored them with the suggestion that proper use should be made of their trained talent in developing visual aids.

Gift of Radio Sets from Norway

On 16th July, 1953 a formal ceremony was held in the room of the Education Minister at which 105 Norwegian radio sets were handed over by the Charge d'affaires for Norway in India to the Minister who in turn handed over by the Charge d'affaires for Delhi. The consignment of radio sets is proposed to be distributed in the villages of Delhi State that have no such sets at present.

Unesco Fellowship

Mr. Yousef Hamdan El. Fahid, a Unesco Scholar from Iraq, arrived in Delhi on July 1st, 1953 to commence a two months' study tour in Social Welfare. He spent the month of July at Delhi under the guidance of the Directorate of Education, Delhi State, Delhi, and Jamia Millia Islamia, Delhi and in August proceeded to Madhya Pradesh to work under the auspices of the Hindustani Talimi Sangh, Wardha and Social Education Department of the Madhya Pradesh Government, Nagpur.

Anthropological Department

During the period under review, the important activities of the Department have been:—

A paper on acculturation among the Kanikkars of Travancore and a preliminary note on the Birjias of Palamau were completed. Considerable progress has been made on two other social papers, viz. on Social Organization of the Kanikkars of Travancore and on the Birhors of Palamau.

A report on identification of the animal remains excavated from Hastinapur was completed. Considerable progress has been made on the identification of the animal remains that were excavated from Harappa's pre-historic sites. A somatometrical paper on Racial Affinities of the Hill tribes of Travancore was completed.

Biometrical reduction of the somatometrical data particularly of the following, viz.: the non-Brahman of Bihar, certain caste people from District Hoogly, West Bengal, and data on dactylar distances of the Bengalees of West Bengal and of Panyans and Kurumbas of South India, has been completed.

Several pre-historic bones, particularly the human remains excavated from Mohenjodaro, Harappa and Sanur in Madras were chemically treated and reconstructed. Apart from these, earths were removed from within the skulls and long bones in order to save them from gradual corrosion due to the presence of saltpetre and other corrosive substances mixed with the earth.

In connection with the study on "Growth and Maturity" of Indian children, data was collected from certain villages in the District of 24-Parganas. The children born during the months of April, May and June were subjected to somatometrical measurement and radiological examination with X-ray skiagrams. Osteometric study of the human hand bones from radiographs is being continued.

Rearrangement of the ethnographical specimens in the Gallery on a regional basis is being continued and several ethnographical specimens and more particularly the musical instruments and specimens made of leather, were chemically treated.

A short Guide Book of the specimens in the Ethnographical Gallery is being prepared.

A chemical analysis was carried out to determine the amount of protein and mineral content of some roots and tubers collected from Travancore.

Interesting data on Bavelas tests was collected, particularly from the rural and the industrial areas of West Bengal and a report on these studies was completed.

Data on social psychology tests, especially on Rorschach tests that were collected from the Abor and the Galongs of Assam, are being analysed. Analysis of the data of the health survey that was carried out among the Abors is being continued.

A scheme was submitted to the Trustees of the Indian Museum for the betterment and modernization of the Ethnographical Gallery.

A bibliography is being prepared on published papers and researches on Indian Anthropology during the period 1940-50.

Several new scientific periodicals and books were added to the Departmental Library and the subject index of these periodicals and books was prepared.

ARCHAEOLOGICAL DEPARTMENT Northern Circle, Agra

The Expanded Advisory Committee for the Conservation of the Taj Mahal recommended that levels of 102 Bench Marks carved on the floor of the Taj Buildings and the verticality of the minars should be checked every ten years or after every earthquake and subsidence.

The first series of levels was taken in 1940-41 by the Survey of India and completed in the following year. These levels have been checked now again by the same office during the year 1952-53, and the new results recorded do not indicate any appreciable change.

Eastern Circle, Calcutta

In June, 1953, Shri B. B. Lal, Superintendent, submitted a report, supported by field-notes and photographs on the famous Chausath-Yogini and other temples (9th-10th century A.D.) at Ranipur Jharial and Titlagarh, District Balangir; the Khichingeshvari temple (11th-12th century A.D.) at

Khiching, District Mayurbhanj; and the site of Ajodhya (9th-10th century A.D.) in District Balasore. These monuments seem to be of national importance.

Mid-Eastern Circle, Patna

In Bihar, repairs to the monuments at Nalanda, Kumrahar and Rohtasgarh were carried out during the period under review, while in Madhya Pradesh steps were taken to conserve the newly excavated remains at Tewar (ancient Tripuri) near Jabalpur.

Indian Museum, Calcutta

During the quarter ending 30th June, 1953 the Archaeological Section, Indian Museum has been trying to acquire a number of sculptures and inscriptions for display in the galleries. Three inscriptions in Arabic and one in Persian from District Hoogly and Burdwan respectively were read and examined. Two sculptures from District Bankura, one of an Anantasayi Vishnu and the other of Vishnu in Varaha Avatara, of the mediaeval and early mediaeval periods, were also examined and are, if possible, being acquired for the galleries of the museum.

Central Asian Antiquities Museum, New Delhi

Work at various Museums was continued satisfactorily so far as the accession, display and labelling of the antiquities is concerned. For the Nalanda Museum, a comparatively small Guide Book has been prepared for the benefit of visitors. The Preservation Branch has undertaken preservative work in respect of antiquities of the various Museums of the Department as well as the Bharat Kala Bhavan Museum, Benaras. Fragile manuscripts have been preserved and chemically treated. The setting-up of the Central Asian Antiquities Museum is in progress.

Preservation of Paintings

The Chemical Branch of the Department of Archaeology has been engaged in interesting and important work of preservation of paintings of Tambekarwada, Baroda, and Virbhadra Temple at Lepakshi in Anantapur District. The wall paintings of Tambekarwada, datable to the late eighteenth/early nineteenth century have been executed in oil colours. The total painted area is nearly 2,500 sq. ft. (Chemical treatment of oil paintings is an extremely complicated and highly specialised work, and the Chemical Branch has been working intensively on these paintings with a view to clean them and preserve them from further damage). Colour transparencies of the treated and

untreated panels have been prepared during the course of their preservation and these records demonstrate clearly the striking results obtained so far.

The Virbhadrā temple at Lepakshi contains extensive paintings datable to Vijayanagar times and they present Vijayanagar Mural Art at its best. The paintings are being carefully treated and preserved and photographic records and drawings are being prepared for future guidance and reference.

The Brihadeswara temple at Tanjore contains extensive murals datable to 10th-11th century and 17th-18th century. Their chemical treatment and preservation has continued over the last seven years and a large number of photographs and colour transparencies have been prepared.

The primitive rock paintings in the Adamgarh quarry at Hoshangabad and Dorathy Deep and Baina Beri shelters at Pachmarhi have been systematically treated and preserved. The stucco reliefs of Nalanda Stupa site No. 3 have been subjected to elaborate chemical treatment with a very effective preservative, Methyl-metha-orylate which has been found to be admirably suited to the preservation of flaking and powdery surfaces and the consolidation of exfoliating and spalling stone and stucco. This preservative has been used on the sculptures of Kanheri Caves for their preservation.

Ancient Indian Ceramics

A systematic investigation into the problem of ancient Indian ceramics has been initiated in the laboratory of the Chemical Branch. As a result of this research, a paper entitled "Studies in Ancient Indian materials and Industries—A Pottery Glaze of Kushana Period from Khokra Kot Mound" was published in the January issue of Current Science. An article on "Glass in Ancient India" will shortly be published.

CULTURAL ACTIVITIES

An 'India-American Cultural Week' was organised by the Indian Consul-General in New York beginning from the 6th April, 1953 in order to promote better cultural exchanges with America. A sum of \$ 850 was sanctioned by this Ministry for the purpose.

A set of 100 paintings representative of the work of primary school children in India, was sent to Prof. Volpicelli of the University of Rome to organise an exhibition of Indian Primary Schools at Rome in April, 1953.

It was decided to send an Indian Art Exhibition to U.S.S.R. and some of the Scandinavian countries during the month of July, 1953. A sum of Rs. 70,000 was sanc-

tioned to the All-India Fine Arts and Crafts Society, New Delhi, to organise this exhibition. The exhibition has left for the U.S.S.R.

It has been agreed in principle that the Exhibition of Indian Art which is now in the United States of America should, before returning to India, cover Canada. The Ministry is considering a proposal to send either this Art Exhibition, or to give suitable financial assistance to another exhibition, to cover some countries of the Middle East or South America.

Maulana Abul Kalam Azad, Minister of Education, has been re-nominated by the Government of India as President of the Indian Council for Cultural Relations, New Delhi, for a further period of three years with effect from 25th March, 1953. The Government of India have also nominated Kaka Saheb Kalelkar as the Vice-President of the Africa Section of the Council for a period of three years with effect from 30th April, 1953.

After giving performances at Bombay and Calcutta, the Iranian Ballet, organized by Madame Nilla Cook, completed its cultural tour of India by giving performances at New Delhi, for a week commencing 22nd May, 1953. The Ballet was given some financial assistance by the Indian Council for Cultural Relations.

Another set of five teachers has been selected for service in Afghanistan. These teachers will leave for Afghanistan sometime in September, 1953.

Books on various aspects of Indian Education, Philosophy, Culture etc. were presented to the Arab State Fundamental Education Centre, Cairo, Ramakrishna Library, Fiji, and the Public Library, Colombo. Arrangements are being made to send some microfilm copies of Arabic and Persian manuscripts to the Franco-Iranian Institute, Tehran. Books will also be presented to the Okura Human Science Institute, Yokohama, Japan; Uppasala University, Sweden; Pukekohe High School, New Zealand; Seokolah Landit Umum School at Den Pasar (Bali); and books for use by Indian Settlers in Reunion Island in Mauritius.

Establishment of National Art Gallery and Sangeet Natak Akadami

The National Gallery of Art, has been established at Jaipur House, New Delhi. Dr. H. Goetz has joined as Curator of the Gallery.

The headquarters of the Sangeet Natak Akadami (Indian Academy of Dance, Drama,

and Music) inaugurated by the President on the 26th January, 1953 has been located at No. 9 Queensway Lane, New Delhi.

C.A.R.E.

44 gift packets of books were despatched to various institutions.

NATIONAL ARCHIVES OF INDIA

This Department is concerned primarily with the custody, care, and preservation of the records of the Government of India. It must make such records accessible for administrative reference and historical research.

Nine volumes of typescripts and manuscripts and 36 maps which supplied the material for Vol. II of *Historical Records of the Survey of India* were received as a gift from the author, Col. R. H. Phillimore, C.I.E., D.S.O. The map collection has been named "The Phillimore Collection of Maps".

As a preliminary to the preparation of the Summary Inventory of the Pre-Mutiny records, re-checking of the volumes has been undertaken, and 630 volumes have been re-checked. The study of organizational changes of the Home Department was continued. Those of the Punjab States Residency and the Political Agencies dealing with States of the Eastern States Agency, were begun.

6,898 requisitions from various Ministries and Research Scholars were dealt with. 80 Research Scholars consulted records in the custody of the Archives.

1,642 sheets belonging to the Visva Bharati University, including many writings of Rabindra Nath Tagore, and one colour painting belonging to Shri Gulab Chand Jain, Delhi, were repaired. Advice on the methods of tissue repair was given to the Deputy Director, Archives and Libraries, Government of Pakistan.

The problem of removal of yellowed tracing paper from brittle and fragile documents, without causing any damage to the documents, was taken up in the Research Laboratory. It was found that strengthening a document with tissue paper and cellulose acetate adhesive on one side, facilitated the work. This process is now being successfully applied on a large-scale.

Five Volumes of the Secret proceedings of the Foreign Department for 1798 and some manuscripts of Dr. Rabindra Nath Tagore were microfilmed and service was rendered to various State Record Offices, individuals, learned institutions and foreign agencies including the Directorate of Archives, Mauritius, and Food and Agriculture Organisation of the United Nations, Rome.

Seven trainees who joined the one-year Diploma Course in Archives Keeping, completed their training in Records Administration, and are now being trained in indexing.

Dr. B. A. Saletore, Secretary, Indian Historical Records Commission, attended the Second International Congress on Archives held at The Hague from 15-20 June 1953 on behalf of the Commission.

NATIONAL MUSEUM, NEW DELHI

The National Museum continued to show steady progress in the collection and dissemination of knowledge. It was visited by 17,150 persons from almost every corner of India during the period that the Indian Railway Centenary Celebrations tickets were issued. The heat of summer notwithstanding, its popularity remained undiminished.

Amongst the collections so far received, mention may be made of two Naga drums presented by the Hon'ble the Prime Minister, and two Naga head-dresses purchased by him especially for the Museum: one portrait of Maulana Abul Kalam Azad made with pieces of textiles by Artist Shri Bhau Rao Samarth. One of the most priceless relics of antiquity is a manuscript of *Quran Sharif* of antiquity is a manuscript of *Quran Sharif* purchased from Sri A. Baghwala, Jama Masjid, Delhi, written in *Mashriqi* variety of *Naksh* script and copied probably in this very city in the reign of Emperor Bahlol Lodi. (The *Mashriqi* script derives its name from a city in the 15th or 16th century of the Christian era, when Europe was dominated by Islam). A Manuscript of the *Quran Sharif* translation into Persian by Shah Mohammad Wali, reputed to be a rare manuscript, has also been acquired. The ruling family of Jodhpur has presented the Museum with seven historical portraits of the previous rulers of the State.

National Library, Calcutta

The Government of India issued during the period under review a circular to all State Governments (excluding Jammu and Kashmir) directing them to demand from all printers two extra copies of each book printed or lithographed in India to be delivered, one to the Parliament Library and the other to the Librarian, National Library, Calcutta. Thus, in future the National Library will be the repository of a copy of every book printed in India.

The National Library has offered facilities for holding the 16th Summer Training Course of Librarianship conducted by the Bengal Library Association. This class started in the first week of May, 1953.

The Library participated in an Exhibition held on the occasion of the 10th All India Library Conference at the Osmania University, Hyderabad. Among the exhibits from this Library were some rare books, documents, periodicals and photographs of library architecture and activity from all parts of the world.

Extraordinary Session of the General Conference of Unesco

The Government of India participated in the Second Extraordinary Session of the General Conference of Unesco which opened in Paris on 1st July 1953. The Indian Delegation was led by Dr. S. Radhakrishnan, Vice-President.

An important item on the Agenda was the consideration of the Report of the Seminar, held at New Delhi in January, 1953 on the Contribution of 'Gandhian Outlook and Techniques to the solution of Tensions between and within Nations'.

Establishment of International Advisory Committee on Scientific Research—Meeting of the Working Party

Unesco convened a Conference of Directors of National Councils and Centres of Scientific and Technical Research to consider the establishment of an International Advisory Committee on Scientific Research in Paris on 6th and 7th July 1953. The International Advisory Committee, when established, will advise the Executive Board and the Director-General on the programme of Unesco in the field of Natural Sciences with particular reference to the establishment of International and regional centres for research and co-ordination for such scientific problems as those concerning Arid Zones, Humid Tropics and Oceanography, and the promotion of cooperation between the National Council and Centres of Scientific and Technical Research in the fields of common interest.

Dr. S. S. Bhatnagar, Director, Council of Scientific and Industrial Research, represented India at this Conference.

International Conference on Public Education

The Sixteenth International Conference on Public Education was held in Geneva from 6th to 15th July 1953. The Conference was convened jointly by Unesco and the International Bureau of Education. The major topic for discussion on this occasion was the training and status of primary teachers. Study of these questions forms part of Unesco's long-term programme for the gradual application of the principle of free and compulsory education. The Organisation also recognizes that the essential factor in

any campaign for the full enforcement of compulsory education consists of the teachers themselves. The Conference examined the progress of education in the various countries of the world, and exchanged information in various educational schemes, pilot projects and steps taken for the improvement of education. The Government of India submitted a report on Education in India for the year 1952-53 to the Conference.

Dr. S. S. Bhatnagar and Dr. A. M. D' Rozario, Secretary, Education Department in the Office of the High Commission, London, represented India at this Conference.

Unesco Expert Committee Meeting

Unesco invited Mr. K. G. Saiyidain, Joint Secretary, to serve on the Expert Committee to study and report on "The Principles and Methods of Education for living in a world community". The Government agreed to this nomination. The Committee was held at Unesco House at Paris from 15th to 25th July, 1953.

Seminar on the Teaching of Social Sciences

During the 7th Session of the General Conference of Unesco, the following Resolution was passed:—

"The Director-General is authorised to encourage social science teaching in Universities and secondary schools, emphasising the contribution that such teaching can make to human progress and to education for living in a world community."

In pursuance of this object, Unesco is undertaking a number of activities in 1953 and 1954; one of which is the organisation of a Regional Seminar on the 'Teaching of Social Sciences in South Asia'. The Seminar will help in the evolution of uniform standards of university syllabuses for sociology, political science, economics and law. The findings of this Seminar will ultimately help Unesco in drafting suitable handbooks or suggestions for social science teachers.

The Commission have tentatively recommended to Unesco that the Seminar should be held in India. The exact function of the Commission and the Ministry of Education with regard to this proposal will, however, be determined only after full financial and other details are available.

Research and Training Centre in Educational Psychology

The Government of India have agreed in principle to the location of Unesco Centre for Research and Training in Educational Psychology at the Central Institute of Edu-

cation, Delhi. The object of the Centre is to investigate the relationships between education and child development. The Centre will have a Research and Training Centre as well as a field project.

Assistance to Associated Projects

It will be recalled that in 1950, Unesco established a system of Associated Projects on Fundamental and Adult Education. On a recommendation by the Government of India, Unesco included ten projects in this system. These projects have been receiving from Unesco on a regular basis, documentation and information about methods and materials used in fundamental education. Unesco has also been helping them by maintaining an enquiry service to supply professional advice, and also by making available to them materials and equipment through the Unesco Gift Coupon Scheme.

Unesco now proposes that during 1953 and 1954, four experts should be made available to such projects in the member states to conduct field experiments for periods upto ten months. This information has been brought to the notice of the Indian Projects organisations.

Unesco Fellowships for Writers, Composers and Visual Artists

Unesco has established ten fellowships with a view to encouraging the education and training of creative artists and promotion of international understanding through direct contacts which holders of these fellowships will have with the creative artists of the countries they visit.

These fellowships are reserved for creative artists falling into the following three categories: (a) writers; (b) composers; (c) visual artists (painters, sculptors, engravers or architects).

The Government of India have requested Unesco to allot two fellowships to India in the categories of (i) Visual artists and (ii) writers.

Fellowships for subjects connected with Arid Zone

The Director-General of Unesco has been requested to include in its programme for 1955-56 two fellowships for Indian Nationals in subjects connected with Arid Zone Research.

Unesco Scientific Exhibition

As reported in the last round-up, Unesco has offered to the Indian National Commission their newly assembled Scientific Exhibition 'Our Senses and the Knowledge of the

World' for circulation in India. The Commission has approached the State Governments for acceptance of administrative and financial responsibility in regard to the circulation of the Exhibition in their respective jurisdictions.

Libraries

The Central Educational Library has prepared a classified list of childrens' books in English for the age groups of 3 to 6, 7 to 12 and 13 to 16 years. These have been supplied to a large number of educational institutions all over India free of charge. The first instalment of 3 to 6 age group was published in the June 1953 issue of *The Education Quarterly*. The second instalment of the age group of 7 to 12 is being published in this issue and that of the 13 to 16 age group will be published in the December 1953 issue of *The Education Quarterly*.

Information Section

During the quarter under report steps were taken to equip the Bureau with up-to-date informative literature regarding facilities for studies in different subjects in institutions in India and Overseas and to collect other information relating to education. A large number of enquiries on different aspects of education received from prospective candidates for higher studies, general public, educationists, central and state government officers, University and State Student's Advisory Bureaux and other Organisations including international agencies like Unesco were answered.

Publications

In the last three months, the Publications Section of the Ministry, has brought out the following publications:—

1. The Training of Educational Administrators—by J. P. Naik.
2. A Provisional List of Technical Terms in Hindi for Secondary Schools.
3. The June 1953 number of *The Education Quarterly*.
4. 1000 Off-prints of a note on "Scholarships for Indian Students going Abroad".

It expects to bring out in the course of the month "Unesco Projects in India". Other publications at present in Press are:—

1. Experiments in Child Education.
2. Research and Experiment in Rural Education—by J. P. Naik.
3. Child Art.

4. Report on Social Education 1947—51.
5. A second edition—revised and enlarged of "Teachers' Handbook of Social Education"—copies of the first edition being now exhausted.

The Section has the following publications in preparation for press:—

1. The Quinquennial Review 1947—52.
2. A Guide to the Educational System in India.
3. The Social Service Year Book.
4. Blind Welfare in the United Kingdom—by Lal Advani.
5. Vocational Guidance in India.
6. Directory of Educational and other Allied Institutions.

The Sales Organisation of the Section has continued to expand; advance publicity, reviews and sales publicity have widened the market further for publications of the Ministry. The total number of publications sold during the period under review is 574, with a cash return of Rs. 1,344-11-0.

Distribution of gift-books has continued. The total number of books distributed over this period to Educational Institutions in India is 752.

Modified Overseas Scholarships Scheme

These Government scholarships are intended for teachers employed in Universities and in other comparable institutions of states in India. For 1953-54, 24 candidates have been selected for study abroad.

Central State Scholarship Scheme

Under the above scheme one scholarship is generally awarded annually to a student belonging to part 'C' and 'D' States for study abroad in a subject for which adequate facilities do not exist in this country. Shri J. C. N. Joshipura of Ajmer State has been selected for the award in 1953.

Federation of British Industries Scholarships Scheme

Under this scheme two candidates have proceeded to the U.K. and two more are expected to sail in August, 1953. The offer of two more scholarships has been received.

London University Institute of Education Fellowships

The Government have decided to award two Fellowships at the University of London Institute of Education to persons of adequate experience, who are likely to serve the cause of education in the country. The Govern-

ment of India will bear the cost of one fellowship and the University of London Institute of Education of the other. Two candidates have been selected for the award.

Colombo Plan—Scholarships and Fellowships

The purpose of scholarships under the Colombo Plan is to assist fellow members of the Commonwealth Countries as well as of certain under-developed countries by providing technical assistance. In pursuance of this, the Government of Australia, Canada, New Zealand and U.K. have offered a number of scholarships/Fellowships to India. The details of recent offers are given below:—

Government of United Kingdom (1952 offer)

The U.K. Government offered a number of awards for training in engineering subjects under the Colombo Plan. Of the nine candidates recommended for the award, two have commenced their training in the U.K. and the training of four candidates is being arranged. The candidature of the remaining three has been cancelled.

New Zealand (1952 offer)

19 awards were offered by the Government of New Zealand for the year 1952-53. Against these, 13 candidates were recommended by the Government of India of which 12 have already proceeded to New Zealand; two of them have since returned to India. The award made to the 13th candidate has been cancelled.

Australia (1953 offer)

The Australian Government offered 12 Junior fellowships to India for 1953-54 for training in Food Technology under the Colombo Plan. The Government of India recommended only six candidates against this offer. Five of these have already gone to Australia. The scholarship of the sixth candidate has been cancelled.

Scholarships to Foreign Nationals for studies in India

Under the Colombo Plan nine persons have so far been selected against the 20 scholarships/fellowships offered by the Government of India to the South and South East Asian Countries in 1953-54. Three of them have joined Indian Institutions. The case of other candidates is under consideration.

Point Four Programme

Of the 16 selected scholars in 1952-53 for training in various fields of education, 13

have so far left for the U.S.A. In 1953-54, it is proposed to secure about 20 places for Indian Nationals under this programme.

Technical Assistance Programme

The Minister of Finance (Department of Economic Affairs) have decided to prepare a Technical Assistance Requirement Plan, which will include the demand of all the Ministries and States Governments for the next few years. The requirements of this Ministry for training facilities abroad have been forwarded to the Ministry of Finance for inclusion in their Plan.

Indo-German Industrial Cooperation Scheme

There has been no change in the 1952-53 scheme. The question of continuing the scheme in 1954 is under consideration. The Indian Embassy at Bonn have stated that about 10-15 seats for post-graduate training in scientific and engineering subjects, and 80-90 places for practical training in heavy industry have been offered. The proposal is under examination.

Foreign Scholarships to Indian students

Some foreign institutions have offered *ad hoc* scholarships to Indian students for study abroad. The entire expenditure is borne by them. The scholarships are detailed below:—

(i) London Exhibition Science Research Scholarship by the Royal Commission of Exhibition 1851 for post-graduate research in the U.K. in any branch of pure or applied science. This scholarship has been awarded to one of the recommended candidates for 1953. His admission in the U.K. has been secured at Pembroke College, Cambridge. The scholarship is ordinarily tenable for two years.

(ii) Brush Aboe Group Commonwealth Scholarship for training in the U.K. in Electrical and Mechanical Engineering.

(iii) Royal Society Rutherford Scholarship for research in the U.K. in any branch of Natural Science.

(iv) University of London Research Fellowships for research in Biochemistry, Chemistry, Chemotherapy, Engineering, Metallurgy, Pharmacology, Physics or Applied subjects.

(v) The Hague Academy of International Law Scholarships 1953-54. This institution offered scholarships to distinguished students and to authors of books pertaining to International Law of all countries for the 1953

Session. One Indian student has been selected for the award for 1953 Session (beginning July 13, 1953 to August 8, 1953).

Seminars

At the invitation of the M.I.T. the Government of India selected two students for participation in the M.I.T. Foreign Students Seminar at Boston. The selected students joined the Seminar in June, 1953. The Programme will continue till the 25th September, 1953.

Similarly at the invitation of the Harvard University, the Government of India have sent a nominee to Harvard for participation in the International Seminar of Arts, Science and Education.

Deputation of Scientists Abroad

Under this scheme financial assistance is given to one or two eminent scientists to enable them to meet part of their travel expenses when they propose to go abroad for visiting well known centres of research and to study at first-hand the latest methods and developments in foreign countries. A provision of Rs. 5,000 has been made for the year 1953-54. Out of this a sum of Rs. 3,000 has been sanctioned to Dr. R. K. Asundi, Dean of the Faculty of Science, Banaras University, and a grant of Rs. 1,000 has been made to Dr. A. C. Joshi.

General Cultural Scholarships Scheme

In 1953-54, 100 awards have been made to foreign students for studies in India. The selection has been finalized and so far 74 admissions have been secured. The scheme will be continued in 1954-55 with 100 scholarships.

French Fellowship Scheme

With a view to reciprocating the gesture of good-will from the Government of France who have been awarding scholarships to Indian Nationals for studies in France since 1945, the Government of India have decided to continue in 1953-54 the *ad hoc* scheme of fellowships to French fellows sanctioned in 1949. Six fellowships have been awarded to French candidates for teaching and doing research at Indian Universities.

U.N. Social Welfare Fellowships

The U.N. has offered 23 fellowships/scholarships to India under the 1953 programme.

Ad hoc Foreign Awards

The Government of India have received the following foreign awards for Indian Nationals for studies abroad:

Kinki University, Japan

The University of Kinki, Japan, offered five scholarships to Indian students for graduate and post-graduate studies. Selections have been finalized.

Government of Israel

The Government of Israel offered one scholarship for training in cooperative and Arid Zone Farming in Israel. Selection for this scholarship was made early in August, 1953.

Government of Italy offered five scholarships to Indian nationals for post-graduate/research work/specialized practical training. Last date for the receipt of applications was 25th July, 1953.

Unesco Scholarships: Under their "Group Training Scheme in Fundamental Education" to be held in Mysore, Unesco offered two fellowships to Indian nationals to participate in the training programme.

Government of Norway offered one scholarship to Indian national for studies in Norway.

Government of Egypt offered two scholarships to Indian nationals for studies in Egypt. The offer has been accepted and will be publicised shortly.

The Gustavus Adolphus College, Saint Peter, U.S.A. has offered one scholarship for study in pre-medical/scientific courses to an Indian National.

Government of Belgium: The Belgium Government has offered one scholarship to an Indian National for one academic year 1953-54 for post-graduate/research studies in Agriculture/Metallurgical, Mining and Naval Engineering courses. The offer has been accepted and will be publicised shortly.

Progress of Schemes under consideration

The Scheme for the establishment of an International Student House in Delhi was discussed and approved by an inter-Departmental Committee, consisting of representatives of the Ministries of Finance, External Affairs and Education. The Committee however set up a sub-Committee which reviewed progress made and stressed that the Ministries concerned should finalize the scheme.

The Scheme for the award of 30 Scholarships by the Government of India to Indian students for specialization in foreign languages is under consideration.

The details of the scheme for the award of reciprocal cultural scholarships to foreign students for studies in India are also under consideration.

The scheme of Financial Assistance to Indian students going abroad on foreign

Governments' Cultural Scholarships is being finalized.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme 1953-54

Sanction has been accorded to expenditure not exceeding Rs. 40,00,000 during 1953-54 for the award of scholarships for studies in India and abroad under this scheme. An additional amount upto Rs. 10,00,000 will be sanctioned later in the year if all the applicants fulfilling necessary qualifications are not awarded scholarships.

The Government of India have decided to award during the year 1953-54 the cost of Tourist/II class sea passage to a few deserving candidates belonging to the Scheduled Castes, Scheduled Tribes and Other Backward Classes, who obtain merit scholarships for studies abroad, and are required to meet passage costs from their own funds. Press note to this effect has been issued.

Award of Ad hoc Scholarship to Shri Wungareo Shaiza of Naga Tribal Area

The Government have made an offer of an ad hoc scholarship tenable for two years to Shri Wungareo Shaiza, a native of Naga Tribal Area for study in the United Kingdom.

All-India Council for Technical Education

The Radio Engineering Committee of the All-India Board of Technical Studies in Engineering and Metallurgy met on the 28th April 1953, at New Delhi and finalized a scheme for the National Diploma in Electrical Communication Engineering.

The first meeting of the Sub-committee appointed by the All-India Council for Technical Education to go into the question of Aeronautical Studies in the country was held on 1st June 1953. The Committee decided to have an authoritative assessment of the requirements for Aeronautical personnel of various Departments/Organisations before making recommendations regarding the organisation of facilities to meet these requirements.

A meeting of the All-India Board of Technical Studies in Chemical Engineering and Chemical Technology was held at New Delhi on the 11th July 1953. The Board made an Assessment of the various qualifications in Chemical Engineering and Chemical Technology, awarded by Universities/Institutions in the country and indicated what recognition should be given to each qualification for purposes of employment.

The Board considered the view of the Chemical Industry on the training of operators and supervisory personnel for the industry and decided to prepare schemes for the establishment of industry-based technical institutions where such training could be organised. The Board also considered schemes for the establishment/development of Ore Dressing Laboratories in Chemical Engineering/Chemical Technology Departments.

Joint-Committee on Industrial Administration

A meeting of the Joint Committee on Industrial Administration and Business Management was held at Calcutta on 26th June 1953. The Committee considered various questions such as the scope of training in various branches of Management Studies, how best to organise such training on a national level, the type of organisation which should be set up for the development and co-ordination of Management Studies and other related aspects. The Committee recommended that the All-India Council for Technical Education should set up a Board of Management Studies with the following functions:—

Functions

- To lay down the standard and courses of study in Management, both on part-time and full-time basis.
- To conduct examinations for award of National Diplomas and Certificates in Management, or to recognise institutions and examinations for award of National Diploma and Certificates.
- To advise the All-India Council for Technical Education how and where facilities for Management studies should be provided and what assistance should be given by the Central Government for the purpose.
- To co-ordinate the activities of all institutions in the matter of Management Studies to ensure proper standards and facilities of training.
- To perform such other functions as may be delegated by the Council.

The Committee also recommended that, to begin with, facilities for the following types of courses should be developed in certain selected institutions in the various regions:—

1. Industrial and Production Engineering.
2. Industrial Administration.
Business Management.
Foremanship courses.

The Committee reviewed the question of establishment of the Administrative Staff College, and expressed the view that, in view of changed circumstances regarding the structure and pattern of development in industry and commerce in the country, the Administrative Staff College should be brought into being as a joint enterprise of the Central Government and the Industrial and Business Community—the latter playing the major role. The Committee recommended that a Planning Committee be set up with Mr. T. T. Krishnamachari, Minister for Industry and Commerce as the Chairman, and with prominent leaders of Industry and Commerce as members to prepare a detailed plan for the establishment of the College.

Indian Institute of Science, Bangalore

A non-lapsable block recurring grant of Rs. 21 lakhs (Rupees twenty-one lakhs only) per annum has been sanctioned for the Institute for a five-year period commencing on the 1st April 1953.

Grants for Engineering and Technological Institutions under the A.I.C.T.E. Scheme

A sum of Rs. 9,26,600 has been sanctioned to the various non-government Engineering and Technological Institutions who are being assisted under the Scheme of the All India Council for Technical Education as first instalment of grants for 1952-53 for purchase of equipment, construction of buildings and general maintenance.

Practical Training Facilities

Requirements of Engineering and Technical Institutions all over India for practical Training facilities in Government and quasi-Government Technical Departments have been ascertained and allocation of seats is being made. Students have already been nominated for training in Posts and Telegraphs Establishments and All India Radio. It is expected that before the end of August 1953 seats will be allotted for students in Defence Installations, Railway Workshops, Central Water and Power Commission, Electrical projects and installations, Central Tractor Organisation and C.P.W.D. In non-Government establishments seats are being secured for students by the Regional Officers of this Ministry at Calcutta and Bombay.

Technical Assistance

Visiting teams of the Universities of Wisconsin and Illinois U.S.A. visited some leading Technical Institutions in India for making a factual study, with a view to establishing sisterhood relationships.

The Making of A Librarian

TODAY, when practically all occupations are open to women, married or unmarried, and women work regardless of personal income or other circumstances, it is strange to look back upon the problems of 33 years ago when, at the age of 23, I suddenly found myself compelled to work for a living. Due to constant travelling my studies had been in most part unsupervised although they had eventually become formalized by some years of regular schooling and by passing various examinations of the Norwegian educational system. The fields in which travel, languages and a general cultural background could be capitalized were, therefore, surveyed and considered for the choice of a vocation.

A wise professor from my few years of regular schooling, who had spent many years teaching in the U.S., guided me to the library occupation. Libraries, he said, offer opportunities of such diverse nature that you cannot fail to find work within them which will satisfy you and where your talents will be useful.

I had never been a regular patron of any library; I had barely visited one. Families of the affluent middle class to which I belonged bought and read their own books, and a home library, slim as it might be, was an integral part of the Norwegian intellectual atmosphere in which I grew up. There was a public library in Christiania (now Oslo) and there were other libraries but the

former was uninviting and the latter frightening. The schools had small libraries but no effort was made to guide the reading of the students.

Enrolled for Library Course

There was then no formal library training in Norway and I decided to go "home" to the United States to study there. However, passage difficulties due to the limited ocean travel in the after-war years interfered with the return to the U.S.A. I enrolled instead as a student in the Deutsche Bibliothekarschule zu Leipzig, the best library school in Germany. It was a school of the apprenticeship type combining lecture courses with visits and practice work in various libraries.

The introduction to the next ten months of my life came through the scholar and bookman—Albert Schramm, director of the library school and curator of the "Deutsches Buchmuseum". I was given a typical German official reception, solemnly greeted and then left severely alone after being put to work on the odd little jobs with which my supervisors entrusted me. For weeks hardly anyone spoke to me and I was soon bored except for the lecture sessions comprising the history of bookmaking, literature and related fields.

The library school to which the school was attached was the famous "Deutsches Buchmuseum" where a student could receive a thorough

education in bookmaking and booklore. Somehow, old books, beautiful and rare as they were, could not hold my interest.

Importance of Cataloguing

I was permitted to try my hand at the cataloguing of modern books. This interested me from the start although I did not immediately realize the full significance of the work. As I handled the books, classified them, selected entry words (Schlagwort) and subject-headings for them, my eyes were opened to the comprehensiveness and importance of this branch of library work. It called for knowledge of languages, wide cultural interests, a sense of orderliness, for precision and accuracy. Cataloguing had been described as cut-and-dry where people working in the profession were often withdrawn, quiet and unobtrusive. To me it became a game, a skill in which I matched my mind with other minds. The challenge was to understand the thought, the objective of the author.

Nevertheless, the catalogue was still an inventory for official purposes, I had yet to realize that its fundamental function was to make the contents of the library accessible to outside readers.

My first contact with the public came by chance. One day, two interesting and interested readers, not scholars, came to look for research material. Helping them, my eyes were suddenly opened to the value of the library in general and the catalogue in particular. Libraries were for all, not only for the select. The catalogue was alive; it was a vital tool which was created in compliance with standard rules for entries and form, in order to

assist other minds in the creation of new ideas.

Hitherto library work had meant to me what the term implied, library labour; from that moment on, it meant library service. In order to become a real cataloguer it was necessary to learn to interject myself into the position of readers.

At that time there was no professional literature of the thoughtful inspirational kind which is now offered in such abundance. It was didactic and technical. Nothing I had ever read made me realize the possibilities of library work as a social force or as an educational medium in current life. Everything I learned about the philosophy and psychology of library work came through experience, often painfully acquired.

Gradually I visited all the libraries of Germany I could reach over long weekends. They were learned, scholarly institutions, all with the same idea that libraries were for scholars and for students who would in turn become scholars.

"Home" to America

At this time my old teacher wrote to me from Norway advising me to apply for admission to the famous library school of the University of New York located in Albany. The public library movement in the United States had sprung into full life. I decided to go to America.

The library school in Albany which later merged with the New York Public library school and became the Columbia University school was then the school of schools. It was founded

by Melvil Dewey and was the only branch of learning taught at the New York State University. Physically, the school offered the best of facilities, the second floor of the huge structure of the Education building was reserved exclusively for the library school and the equipment was the best. The instruction was excellent although very much on the practical side. The New York State Library with which the school was affiliated was, as the official name implies, the State library serving the Capitol across the street, and one of the large legal and general research libraries of the country. There was in the town also ample opportunity to study other types of libraries: special, public, college as well as all the facets of any library activity.

Appointment in North Dakota

At the end of the first year I was invited to take the second year course intended and designed for leaders within the profession. I refused and accepted instead an appointment to the University of North Dakota, a choice I never regretted. This decision was the best one I could have made, for in North Dakota I found what I had from the beginning unconsciously craved. I found a library dedicated to education and public service. The librarian was a man of understanding and sympathy. In one of the many conversations we had then and later in life, he asked me why I chose the position in North Dakota in preference to the other positions I had been offered. (North Dakota at that time was considered an outpost of civilization. Icy winters, hot dusty, stormy summers were some of its climatic rigours. It was a place where you rarely saw old people, because they died before they could grow old.) I said: "Because the population

is of Scandinavian origin and I know I shall feel at home. Also, that you have tried for two years without success to get a librarian and it is for me to go where I am needed".

In return I asked: "How did you dare to take me unknown, unseen, without even checking my references, merely on the acceptance of my own statements?" I had been appointed by telegram so soon after I had sent in the application forms that the telegram must have been sent immediately after their receipt. My main reason for grabbing you the way I did, he said, was your answer to query No. X: What is your special interest? I recalled my answer: "I have unfortunately no special interests, I am interested in almost everything although I realize this is a danger and weakness. I had enumerated literature, languages and various other subjects winding up with gardening and astronomy.

Dangers of Specialisation

Librarians, he said, must not become too specialized. They may be more interested in some things than others, but as they serve all kinds of people and in all fields they must be sufficiently interested to be willing to learn something of everything to be able to offer guidance to readers in all branches of knowledge.

You know how this concept has changed. In this day where books are pouring in in such masses, specialization has become a necessity, special libraries are growing up like mushrooms and library work opens ever new opportunities to the specialist and librarian. Although general knowledge is still necessary in public and educational libraries, special librarians

have better possibilities of lucrative positions where the library is wedded to industry, business and remunerative occupations.

In North Dakota, I spent two intellectually happy, industrious years under wonderful leadership using my profession to help others. My title was Head Cataloguer, but the cataloguing room became an unofficial reference centre as I worked with the students, other groups and individuals.

From the experience I acquired, I marvelled at the opinion still general that a librarian was a person who merely handed out books and needed neither training, background, nor imagination. Others as well as I sensed the difference between the alive, vital atmosphere of the North Dakota university library and the dead tomb-like one of a neighboring college where the library, like a political plum, had been handed over to an old pensioner. True, this custodian knew his books but his interest lay in keeping them to himself or grudgingly giving them to the faculty members rather than to pushing them on to the students and members of the community.

Teaching Experience in Carleton

The next year I was called to the Carleton college library where, in addition to my library position, I gave a course in library work as geared to the needs of the school and high school libraries. The teaching part especially was an interesting experience. Lacking knowledge of the background for knowledge of the background for the students far higher standards than their libraries ever called for.

But if you learn the best it is easy to adapt yourself to a lower standard,

and I had the satisfaction of being told by several colleagues that no students did more extra-curricular reading or came better prepared to their classes than mine. It confirms the wisdom of supplying the student with further materials than the regulation textbooks to aid him in the process of moulding his own thoughts and mind.

After an interval of three years' travel and domestic life I resumed my career and accepted an appointment with the New York Public Library.

The New York Public Library

This institution, unique in the annals of libraries, has more admirers and friends than any other similar institution in the world. I found that within its walls every kind of library activity was conducted. No type of reader was overlooked, no one was neglected. During my 23 years there I saw how library policies, administration and operations changed with world events and with the demands or needs of the public, and how the concept of democratic principles and thought become reflected in the growth and work of this institution.

Democratization of Libraries

The great depression of 1928 was on and with it followed unemployment of thousands and thousands. The unemployed became a challenge to the libraries and brought about a democratization of these institutions which otherwise might have been retarded. The problems of this era brought to the library movement an unequalled impetus. Facilities and services were created in order to assist in the education of the adult. It was, perhaps, the first time in the library history that

the average man received special attention and special services and that he was spotlighted as the person who above all must receive consideration.

Extension activities of all kinds became accelerated. The libraries, and New York Public Library was among the leaders, became centres of popular education and intellectual and recreational stimulus supplementing the work of other formal and standardized educational institutions. From this day, date the birth or growth of Readers' advisory service, book-mobiles, lecture courses, concerts and seminars within libraries, opening up a new world to the many who had formerly been starved or deprived of such privileges.

World War II also promoted library development, the libraries rising gallantly to the "Help our boys" cry. Among the Christmas packages which one year the staff from the New York Public Library sent to its colleagues in the field, there were three books, and from the grateful letters it was obvious that these were appreciated and rated higher even than cigarettes. To supply the troops and sailors with reading material the Council on books in war-time was created by the American Library Association and other organizations in related fields. From the war days also stem the present information libraries.

After the war intellectual and administrative developments were accompanied by the development of technical and mechanical aids. Duplication processes and other special equipment designed for libraries aided in the expansion and growing success and recognition of library service. The use of audio-visual media—films,

music recordings, exhibits, radio, have also been powerful contributing factors to the success of the profession which has risen to the level of a social force undreamed of 20 years ago.

Another manifestation of library growth was the expanding inter-library co-operation that led to co-operative cataloguing, book selection and other undertakings.

A fabulous growth like that of the New York Public Library, Library of Congress and other great libraries could not be accomplished through an enlightened and forward looking administration alone. Without an able, actively and enthusiastically participating staff progress like this could not have been achieved.

The spiritual rewards of library service are rich, but commensurate payment for services rendered is necessary. The principle of economic security as a driving force in all pursuits was acknowledged and accepted by library administrators.

Growth of Personnel

The realization of personnel, its needs and its remuneration is an all-important factor in the development and progress of the library movement. There is an immediate correlation between social status and income. The profession that receives a low remuneration is held low in the esteem of other professions. The individual may be exempt, but not the group. To attain the potentialities of the profession's service as well as that of the individual librarian's, the proper remuneration as well as the proper environment must be provided. Never again should a few top men and women receive the credit

of the work of all those who keep their shoulders to the wheel.

Owing to shortage of personnel during the war and therefore rapid turnover of personnel, librarians of the lower and middle ranks had their day, and their work, during and after the war, won for them recognition that had been withheld all too long. Another result was the emergence of a new type of administrator, the administrator who knew that he could promote himself and his library best through promotion of his staff. Personnel, the key to progress, became a byword. The supreme act, says John Dewey, is the art of giving shape to human powers. And in the era of the common man, the common ranks, the development of human powers became the objective of all administration and to attain this goal improvement in environment was provided.

To ensure the best results, recruitment and selection of personnel was organized on a sound basis. It was founded not only on specific skills but on capacity for growth, human as well as professional and technical growth. The administrator learned that he must know what he wanted to accomplish—he must know the position to which he appointed a candidate, decide its scope and define its nature. An excellent candidate for one job might be the worst candidate for another. Promotion and salary plans became established. Equal jobs received equal initial pay. Above all, opportunity for advancement and promotion was pro-

vided. The capricious pay and promotion system of the old time administrator disappeared.

Under fair management higher staff morale developed resulting in superior productivity. The introduction of sound personnel management led to staff participation in all activities. Staff meetings became regular and staffs gradually began to share overall responsibilities.

There was also a change in the concept of personnel itself. The need of better personnel was frankly acknowledged.

Standing of the Library Profession

The library profession has within the United States taken its place with other professions. The library is the heart of the organization to which it belongs, be it an educational institution, a business or a government office. There is not yet a perfect library system, but it is developing through special legislation and other active support. This must also happen in India. Indian libraries are now in the making. They must become an essential part of the educational system.

The American Library Association has contributed enormously to the prestige of the profession in the United States and is a powerful democratic tool in the moulding of public opinion. The Indian Library Association must also become a force in public life. The profession needs leaders, administrators, executives and practical librarians.

Anna Erichsen

A Note on 'Television in Education

TELEVISION and Education in the United States' by Charles A. Siepmann is the latest of the series of studies, "Press, Film and Radio in the World Today", published by Unesco, which is perforce deeply concerned with mass communication media and improvement in the use of these, both quantitative and qualitative. (The writer, Professor Siepmann, is Professor of Education and of the Department of Communication at New York University and has been closely connected with Broadcasting in Great Britain and U.S.A.).

Every great new technological advance is a two-edged weapon, profitable to mankind only if used with scrupulous conscience as well as keen intellect. The first impact of this new medium is alarming to the sensitive and the intellectual. An American educationist has suggested that "Television may prove as dangerous to culture as the atom bomb to civilization". The Archbishop of Canterbury is reported to have said of Television in schools that it is "nothing less than a perfect disaster. It drives another wedge between the teacher and the pupil, and it is bad for the children (who ought to be looking to the personal contribution of the teacher.) It is a dangerous thing when they think they can be educated by mechanism from outside". Equally weighty and less one-sided are the words of a judge of the U.S. Supreme Court. "Doubtless television may find

a place among the devices of education, but much thought and patient experimentation are demanded lest uncritical use may lead to hasty jettisoning of hard-won gains of civilization. The rational process of trial and error implies a wary use of novelty and a critical adoption of change. When a college head can seriously suggest, not by way of irony, that soon there will be no need of people being able to read—that illiteracy will be the saving of wasteful labour—one gets an idea of the possibilities of the new barbarism parading as scientific progress....the range of presentation, the opportunities for distortion, the impact on reason, the effect on the looker-on as against the reader-bearer, vary; and the difference may be vital. Judgment may be confused, instead of enlightened. Feeling may be agitated, not guided; reason deflected, not enlisted. Reason—the deliberative process—has its own requirements, met by one method and frustrated by another".

These grave warnings concerning the misuse of mass-communication media cannot mean that they should not be used, but only that they should be used with the keenest sense of responsibility. Hence, replying to the Archbishop's warning, the Chairman of the Television Committee of the School Broadcasting Council in Britain emphasizes the need for careful and thorough experimentation in the field of telecast education before there is any danger of

this new weapon falling into the hands of those whose main concern is not with education or the true needs of growing children.

While the book is termed 'Television and Education in the United States', it concerns itself with other countries and has a most interesting chapter on Experiments in Educational Television in France and the U.K. The French approach to educational experiment is usually most cautious and keenly intellectual. Yet apart from the U.S.A., France is the only country which has yet developed regular educational television programmes. It is a modest and limited programme of two half-hours a week over the school term, and over 3,000 children are reported to be receiving these: the subjects transmitted included Architecture, Science, Geography and History. A particularly interesting development is the use of telecasts in a rural area. With the cooperation of manufacturers of large projection screens, public demonstrations were given in rural communities to popularise the idea of joint purchase of a set. 19 small rural communities installed large screen receivers by collective action and went to the local school for collective viewing—each television session being followed by lively discussion under the direction of the village teacher. The experiment is under way, 60 other communities having been supplied large screen receivers for a fortnight's trial with a view to collective installation.

The B.B.C. runs a daily Children's Hour at 5 P.M. and regular evening transmissions of adult programmes, but as yet no school programmes. Its transmissions include play-performances, programmes on painting and sculpture, notices of current exhibi-

tions, science series, and of course, actualities such as sports events. In the field of school telecasts, programmes are being produced on a closed circuit to certain schools that are participating in the experiment, and the results are being watched and assessed. On possible classroom use the B.B.C. says: "We are at present holding to the doctrine that we in broadcasting are seeking to complement rather than displace the teacher, though we think it possible that, at certain points, e.g., in the teaching of science, experience may suggest more directly didactic broadcasting than has been acceptable in sound". The results of their experiment are not yet available, but will be worth watching; for the B.B.C. School Broadcast Service is amongst the best in the world. Both in sound broadcasts and in television the B.B.C. educators are alive to the need for furthering participation in creative activity on the part of listeners to counteract the passivity induced by mass communication. Quite a fair proportion both of organisational endeavour and of financial expenditure must be assigned to the business of inducing such activity among listening children. It is recorded that after certain programmes, children were encouraged to paint scenery, make puppets and produce a puppet opera: in another case, the telecasts sent the children out into the country to track Norman arches, bird song, and pre-historic flints. Naturally, the provision for such participation adds to the expense of an already expensive service.

But it is to the U.S. with its wealth, its technical resources, and its buoyant temperament, that we turn for the widest use and experiment in educational television. In the U.S. too, such experiment is most necessary if the public, adult as well as youthful, is not

to be nourished purely on an intellectual diet of crime-plays and 'Westerns' and such like sensationalism.

A very interesting experiment in Social Education, a field in which Americans are deeply interested is described in the programme, "The Whole Town's Talking" conducted by the State College in Iowa. The town's representatives met for a series of weekly half-hour discussions to discuss serious local problems such as school re-organisation. Television was here made to serve a very valuable function of education in a democracy-making a community conscious of itself and promoting civic-mindedness and active participation in public affairs.

A very different use and a more directly didactic one is described as an Experiment in the Effectiveness of Television in Training Naval Reservists. But one must notice the wealth of technical resources. Microphones connected to telephone circuits made it possible for trainees to put questions at stated intervals to the television instructors! The experiment was undertaken with control groups receiving instruction from local instructors on conventional lines. The reservists not only learnt from televised instruction but remembered most of what they had learnt when re-tested six weeks later. Over 70 per cent of them stated that they preferred the televised instruction to the conventional courses by local instructors. The staff, however, found serious camera and lighting problems in presenting models and pictures, and the talk-back did not work well.

On the use of telecasts in medical education there appears to be unqualified enthusiasm, in dealing with the

major problem of providing students with an effective close-up view of the demonstration of delicate techniques. Closed-circuits coloured television is reported to be permanently installed at the medical centre of the University of Kansas, enabling operation and other techniques to be demonstrated to large groups.

There seems no doubt as to the value of television as a form of University Extension teaching for adult students, when accompanied by a good correspondence service, enabling students' work to be examined by the instructor. Western Reserve University has made a special feature of such Extension Courses, with a system of registering students for credits and examinations. Such registered students have included patients in a veteran's hospital, bed-ridden people, and women who made time for the course in the intervals between domestic duties.

When experiments have been undertaken within the schools, television has had to stand comparison with the sound film which is an easier educational tool to fit into the school time-table, being free from the tyranny of a fixed time. A carefully documented experiment is recorded from Washington which was accompanied by tests to examine retention. The results went to show that the evocation of enthusiasm was no measure of the accuracy of the teaching. The experiment demonstrated that retention could only be assured by good follow-up teaching on the spot by the classroom teacher.

Over the topic of television programmes for children outside school, there is much discussion and much anxiety. Both in the U.K. and the U.S. television has affected children's bed-

time, pushing it later. In the U.S. system, "crime-plays" and "Westerns" are the most popular feature. The television correspondent of a New York magazine says: "Over the past year, I find that 16,932 men, women, children and animals have passed away on television programmes, most of them in a sudden and quite violent manner". Is this a threat to the health and peace of mind of the growing child? Is it merely a harmless outlet for his normal aggressive impulses? The question is debated vigorously by psychologists as well as thoughtful parents, without any conclusive results.

One general result emerges very clearly. It is not so much a question as to what mass-media can contribute to education, but of what training in the early stages can do for improved

standards in the use of mass media. If the general liking for inanity and sensationalism is to give place to a desire for programmes of higher aesthetic and intellectual quality, it will be as a result of changes of taste inculcated in childhood through conscious direction in the classroom of children's interests and tastes.

Ultimately, however, it is a question of cost. Television is an inordinately expensive activity. For a country which has still to implement primary and secondary education for all, educational television cannot rank high in the list of priorities. Certainly there is no evidence in this book that it could replace the normal pattern of school and classroom teachers, however stimulating it might prove as a supplementary "Tool", when used by a good teacher.

M. Choksi

Education Today

The 'Happy Education Diploma Course' of the Happy Schools' Society was accorded recognition last year by the Directorate of Education, Delhi.

Accent on Crafts

The duration of the course has been extended from three to six months. More than 500 men and women from all parts of India, with qualifications ranging from the matriculation to M.A., have availed themselves of this course.

Happy Schools' Society has to its credit 14 years' work of training mothers, teachers and social workers. Initially organised for teachers, the first school of the Society was started in 1933. The short-term training course was extended to parents, teachers and social workers in 1938.

Crafts like paper-cutting, paper-pasting, clay-modelling, expressional drawing, dimensional picture-making, decorative designing, picture-enlarging, roller black-board making, chart-making, preparing of educational apparatus, etc., form part of the activity curriculum of the Diploma Course. The last batch of trainees has also been given practical training in action-singing and story-telling.

* * * *

The foundation of the Mithila Research Institute at Darbhanga by the Government of Bihar, is a landmark in

Advanced Learning and Research in Sanskrit

the domain of literature. The scheme envisages the establishment of centres of advanced learning and research in Sanskrit, Pali and Prakrit. Nalanda has been chosen for Pali and Sanskrit, and Darbhanga for Prakrit. A centre for Prakrit has yet to be established.

The first batch of 30 students has been admitted. Already the people are looking forward to the time when the three institutions will join one another in a noble partnership resulting in the formation of a really great university of ancient Indian learning.

The foundation stone of the Institute was laid in November, 1951, and preliminary work for its organization started in February, 1952. Even so, much remains to be done to reach the final goal.

* * * *

The preparation of a scientifically graded series of Charts and Readers under the Laubach method—made in the presence of Dr. Laubach himself—is a landmark in the history of the campaign launched in Assam against illiteracy.

Assam Fights Illiteracy

Through the use of posters, pamphlets and educative films, the social education campaign was intensified in the Resu-Belpara Community Project area, mostly inhabited by the people of the Garo and Rava communities.

In June last, 23 National Cadet Corps officers of the Junior Division underwent a Refresher Training Course with the Assam Regimental Centre, Shillong, for a period of 21 days.

* * * *

The Basic Training College, Bilaspur, has made steady progress under the Five-Year Educational Development Scheme.

Basic Education Stressed

12 schools in the State have been supplied with basic craft material for agriculture and spinning. They have also been replenished with attractive and useful library books, maps and charts. Efforts were also made to impart a basic bias to four more primary schools. All these institutions have been staffed with basic trained teachers.

One middle school in the rural area at Berthin has been raised to high school standard.

A Janta college has been opened to impart vocational training to young farmers in rural area.

* * * *

In Hyderabad, a Compulsory Primary Education Scheme is being introduced into one block of each community project and also into a contiguous area of 20 villages in each district.

Compulsory Primary Education Scheme

For the expansion of the Scheme, short-course training for new recruits

to primary schools has been arranged in each district school. 25 teachers are being trained at the Yermarus centre, in Raichur district, and 40 more trained at the Bhiknor training centre.

Eleven schools have been started in the Tungabhadra Community Project area, 15 schools in the Nizamsagar Community Development Project area and eight schools in the Mulug Block.

* * * *

A University Commission consisting of ten members visited the Government College, Mercara, last July. The Commission granted the College affiliation in the Intermediate and B.A. courses.

A batch of 12 students and a lecturer participated in the Community Project Scheme during their vacation period.

The National Youth Welfare Movement has been introduced into all Government High Schools in Coorg.

Two tests were conducted in four Adult Schools and 63 adults were certified literate. Vidyamandirs were opened and Adult Education series books supplied to these mandirs.

* * * *

One Basic Training school has been established in the Community Project Area in Bhopal State.

Education in Bhopal

A big Social Service Camp was organised at Toomra village near Bhopal City to create a sense of dignity in manual labour among the teachers and the taught.

One middle school in Nasrullahganj Tehsil has recently been upgraded to a

high school. 150 new primary school buildings have been constructed in the State at the total cost of Rs. 2,00,000.

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Proficiency classes in Hindi for all non-Hindi knowing students have been introduced into Jaswant College, Jodhpur, in Rajasthan.

Education in Rajasthan Teaching periods in the College are reduced once a week to spare two hours' time for extramural lectures and extra-curricular activities.

Evening classes for the B.A. and B.Com., started in some college of the State for working persons, are well attended.

A committee has been appointed to recommend to the Rajasthan Government ways and means of encouraging research in Rajasthani literature.

The Rajasthan Government approved grant-in-aid to about 80 new educational institutions. Under the First Five-Year Plan, a sum of Rs. 1,50,000 has been allotted by the Central Government to the State for educational development.

A sum of Rs. five lakhs has been allotted by the Central Government as grant-in-aid for primary schools in Rajasthan.

The State Government have sanctioned the opening of 800 new primary schools and raising the status of ten middle schools to high schools.

The Government have approved the transfer of control of the Law College, Jaipur, to the University of Rajasthan.

* * * *

The three Graduates' Basic Training Centres at Bombay, now moved to their

Graduates' Basic Training Course in Bombay

new sites, work in close cooperation with the local primary training colleges, the practising schools attached to them and the basic schools in the area. Students in these centres have ample opportunity for training in basic education, community work, social service and recreational work.

The Course extends over one year and consists of theoretical and practical training. On the successful completion of this course, a diploma in education will be awarded to be treated as equivalent to the B.T. degree of a statutory university.

Consequent upon the establishment of Regional Universities as a measure in the decentralisation and re-organisation of university education in the State, the Bombay University has been reconstituted into a teaching and federal university. 12 research fellowships for Ph.D. and D.Sc. courses have been sanctioned with a view to giving a fillip to post-graduate research in the State.

* * * *

The Madras Government has under consideration certain modifications in school-hours and the training of elementary school pupils in rural areas during the school year 1953-54.

Madras Elementary Education Plan

The Scheme will apply to the Lower Elementary standards (excluding Basic schools) of all elementary schools in non-municipal areas. Such schools will work in two sessions of three hours a day and the pupils will be divided into two batches, alternately, in the forenoon and afternoon.

The proposed Scheme will leave the children free to join their family occupation for one-half of the day. Students who do not belong to the occupational group will be sent as apprentices for this half-holiday to the village craftsman or the farmer in the vicinity. In cases where there is no local craftsman, provision will be made to arrange a school work section where crafts suitable to the locality will be started.

The aim is to develop a proper outlook towards manual work. Incidentally, the implementation of this programme will improve normal village life.

* * * *

Visual Education classes in Madras are conducted with films borrowed from the Central Films Library. In 1951-52, 22,272 film shows were arranged in the schools, as against 5,541 in 1950-51.

At present 241 schools in the State own silent projectors, 89 schools own sound projectors and 130 schools own 35 mm. filmstrip projectors; 900 schools are equipped with radio sets. Tamil and Telugu programmes are listened to in the schools.

* * * *

A Reading Readiness Test for use in the lowest class of basic primary schools has been prepared by the Uttar Pradesh Government.

Reading Readiness Test in U. P.

A tabulation of the data in connection with the investigation of 'Mathematics in General Science' is in progress.

Three Education Summer camps were organised at Soraon, Jasara and Karma in Allahabad District. In the 37 subsidiary camps attached, to the

three main camps, 788 persons were educated. A total of 275 were able to read primers and 271 could recognise alphabets.

A short refresher course for three months was organised in 'General Science' at the Government Women's Training College, Allahabad.

* * * *

Junior Red Cross Societies have been started in 13 high schools and all primary and middle schools located in two districts in Pepsu.

A Junior Basic Training class has been opened in A.S.D. High School, Narnaul.

At present 1,000 adult education centres are functioning in the State.

* * * *

The Ajmer Government has constituted a committee for the nationalization of text-books of junior basic schools.

Reforms in Ajmer Educational System The Compulsory Primary Education Act in the State has received the final assent of the President.

With a view to enabling the villagers to derive greater benefit from the schools and social education centres, all district schools were kept open during this summer vacation. It has been decided to keep these centres closed for the autumn holidays, in order to help agriculturists in harvesting.

The Government's scheme for furtherance of social education launched last October has had encouraging results. Over 10,000 adults have been found eligible for a literacy certificate.

* * * *

The establishment of a Pali Institute at Nalanda by the Government of Bihar is an attempt to resuscitate the ancient glory of Nalanda,

Revival of Nalanda which at one time was the symbol of India's spiritual and cultural leadership for most parts of Asia.

The Institute has been functioning at Rajgir since August, 1951, in a rented building. The Institute is confined only to M.A., and Research students of whom it has about a dozen at present.

Within less than a year the Institute has built up a library of standard books in Pali, many of them on Buddhist philosophy. A personal collection of books and manuscripts of the Director of the Institute, a donation of books from the Tibetan Government and the State Government's contribution of books on Indology, have added considerably to the library's collection of books. The Thai Ministry of Culture has also donated 43 sets of Pali books to the Institute.

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In February, 1951, the Bihar Government started a Basic Training College at Nrisinghnagar, Turki, in the district of Muzaffarpur.

Rural University in the Making

Graduates receiving training there will come out not only equipped with the conventional teaching techniques but also well trained in corporate community living and productive, social and recreative activities.

The college at Turki runs a three-year course for students completing post-Basic Education and wanting to have university education in a rural environment. This forms the nucleus of a rural college, an entirely novel experiment in the field.

What had begun as a Basic Training College has now emerged as a federation of institutions, collectively called the Bihar *Sarvodaya Mahavidyalaya* or Community College. The college is lodged in hutments constructed by the staff and students themselves.

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The Government of Saurashtra has allotted about Rs. 7 lakhs for the current year for the opening of 100 new schools, four junior *lokshalas*, re-orientating Sanskrit *pathshalas* and constructing buildings for new primary schools.

The charge for running 11 primary schools on basic lines has been transferred to the Lok Bharati at Sansora. The State Government will finance the School for the year 1953-54. A Syllabus Committee has been entrusted with the work of drafting a curriculum of studies for primary schools on basic lines.

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Various educational institutions in Madhya Bharat have started a 'small savings drive' in the rural and urban areas of the State.

Savings and Manual Labour

The drive has been launched to help the successful working of the Five-Year Plan and other development schemes.

In cooperation with the villagers, social education staff and the students from secondary and normal schools launched village reconstruction drive during their summer vacation. Film shows arranged through the social education vans of the district proved instructive and interesting to the villagers.

The Government of Madhya Pradesh has sanctioned annual scholarships of Rs. 1,000 to two candidates from the State undergoing training at the Prince of Wales Military College, Dehra Dun.

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On August 12, 1953, the Social Welfare Board, set up in accordance with the recommendations of the Planning Commission, formally passed under the administrative control of the Ministry of Education. The Board will consist of 11 members, of both government and non-government denomination. Five of these will be women. A sum of Rs. 4 crores has been set aside for its activities.

At a brief ceremony held at Parliament House, New Delhi the Chairman of the Board, Mrs. Durgabai Deshmukh said that its main function would be to advise and help voluntary social welfare organisations throughout the country in maintaining and developing their existing programmes and to integrate them in the general pattern of the first Five-Year Plan. The Prime Minister, in his address, stressed the fact that work of this kind required constant effort and a keen conscience. Maulana Abul Kalam Azad, Minister for Education inaugurated the meeting and Mr. K. G. Saiyidain, Joint Secretary of the Ministry proposed a vote of thanks to the gathering.

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The Uttar Pradesh Education Expansion Department held a number of summer camps in Allahabad District on an experimental basis with a view to organising social education work in the villages. There were two central and 25 sub-

sidary camps spread over the area with a population of 25,000. The central camps conducted a one week course in social education for groups of villagers. Subjects like social service, elementary civics, public health, sanitation and new methods of agriculture were covered. Villagers trained at these camps will go to their respective villages and organise subsidiary camps where a one-month course in these subjects will be organised.

* * * *

The Government of Vindhya Pradesh have provided a sum of Rs. 10,000 for encouraging literary efforts on the State and all-India basis. 150 primary and five high schools have been opened this year in the Pradesh; 15 primary schools have been raised to the status of Anglo-Vernacular middle schools and a high school converted into an intermediate (science) college.

* * * *

The Government of Kutch has started the National Youth Movement in the boys and girls high schools. About 300 students are actively busy in the expansion of the Movement.

As part of the Five-Year Plan, one Intermediate college and five new primary schools have recently been opened in Kutch. Primary schools at Raphar and Bhachan have been upgraded to the middle school standard.

* * * *

Sponsored by the Indian Adult Education Association, the fourth National Seminar on "Training of

Coming Events

"ing", will be held in Bikram, near Patna, in Bihar, from October 22 to 31, 1953.

Social Education
Workers, Nature
and Scope of Train-

THE FOREIGN SCENE

The University of Sydney Tutorial Department with the cooperation of New South Wales Municipal Library Board has produced a new 'Kit' books system designed in 1946 for unsuper-

Australian 'Kit' Pamphlets

vised study in isolated country districts of New South Wales.

Under this system experts on such subjects as astronomy, history, music, home decoration, etc., write simple and clearly illustrated explanations in pamphlet forms. Each pamphlet in a 'Kit' is designed to cover one night's study. The material thus available in 14 pamphlets is planned as a progressive study programme; a new member may join a group at any time.

In April, 1953, there were 85 study groups throughout the State of New South Wales, 70 per cent. of them in city areas.

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Mr. Jawaharlal Nehru, India's Prime Minister, has been accorded the honorary degree of the "Doctor of Laws" by the Chancellor of the Cambridge

Cambridge Honour for Mr. Nehru

University. Mr. Nehru studied at

Trinity College and took his M.A., from the same college.

* * * *

Canada

University attendance in Canada has increased by 175 per cent. in the last 32 years, and high school attendance by 150 per cent. during the same period.

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At a recent meeting of grammar school members of the National Union of Teachers at Blackpool, Dr. Eric James of Manchester Grammar School made an interesting revelation that a brilliant child could be 'spotted' with

Educating the Brilliant Child

certainly at the age of 11, or, earlier. He emphasised the need to 'back the winner' at the age of ten. This, he said, was a fitting age for transfer to the Grammar School. Dr. James added that the brilliant child is stable, though not athletic and is, generally, a better individual than the normal or sub-normal child. Exceptional children of such calibre should be provided with remedial emotional education of the highest quality. Their training should be highly verbal with ample opportunities for arts, crafts and music.

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In recognition of 30 years' long and irreproachable service, teachers in U.S.

S.R. receive the honour of the "Order of Lenin".

For exceptional distinction the title of "Honoured Teacher" is awarded. These honours are conferred by the decision of the Presidium of the Supreme Soviet of the Union Republic.

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A technical assistance programme in education and science is now being operated in the Near and Middle East by Unesco.

In the Near and Middle East

In Egypt, a Unesco training centre in Fundamental Education, serving the Arab World, is open at Sirs-El-Layyan, 40 miles from Cairo. 56 trainees are at the Centre, beginning their work with intensive surveys of educational and other conditions in the villages of Egypt's Manouf district.

Unesco schools are also serving refugee children in camps outside Aman, the capital of Jordan.

Seven literacy classes have been run at Dujaila in Iraq. To assure the programme's future, a national centre to train Fundamental Education leaders is also being established here.

In the Lebanon, Unesco is participating in a Government programme of educational development with its missions concentrating on the revision of text-books and on educational and vocational guidance.

A Unesco team in Syria has co-operated with the government in re-organising commercial, technical and agricultural education.

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New Classroom Design A multi-purpose classroom has been designed by the headmaster of the Collary-Narrabeen School in New South Wales, Australia. Instead of the usual classroom, he has broken up the area into sections for general assembly and instruction. There are attached library study rooms, a nature study room and an arts and crafts room. These are separated by polarised glass, which can on occasion be folded and the rooms transferred into a theatre.

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The Ellis L. Phillips Foundation of New York has granted \$50,000 on a New Study Project for women in the United States. This includes the education of girls for their future requirements at home, at work and as citizens; their opportunities and contributions at university level and in adult education.

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The New South Wales State Minister for Education announced recently that a radio school for children in the isolated far west of New South Wales would operate before the end of 1953. This two-way school of the air will take school lessons into the homes of 72 out-back children whose families possess two-way radio transmitter receiving sets, called Trans-ciever sets.

The Service will operate from the Flying Doctor Radio Station, five miles from Broken Hill, and lessons consisting of two morning periods, to begin with, will be sent by land line to children within several hundred miles' radius.

The specially constructed two-room school with a broadcasting studio at Broken Hill will have a piano, a record-player, a tape recorder and amplifiers. A teacher is being specially trained in Sydney to do the job.

A similar 'radio school of the air' has been operating since 1950 from Alice Springs, in Central Australia. This school serves up to 200 pupils within a radius of 16,000 square miles.

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In a newly established school library of Spring Boy's High School, Transvaal, encyclopaedias, books on technical material, history, adventure and other instructive reading material has replaced 'thrillers' and 'westerns'. Students have evinced a decided preference for such literature.

Transvaal's New Library

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A recent Unesco survey issued in a release from Paris discloses that 85,000 students throughout the world went abroad last year to study in universities and other institutions of higher learning. The United States led in foreign enrolment with 30,332 students. Then came France with 8,946, the United Kingdom with 5,856, Egypt with 4,531 and Switzerland with 4,363.

Unesco Survey

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Under the expanded programme of technical assistance launched in 1951, Unesco at present renders expert technical guidance to thirty-two countries. A total contribution of \$21,000,000 has been pledged for 1953 by the participating nations; Unesco technical assistance budget for the year amounts to \$3,231,000.

Unesco Technical Assistance

Beginning with fundamental education, it continues up through primary and secondary education, vocational education and teacher-training to scientific research.

Unesco experts include chemists, geologists, science-teachers, mineralogists, electrical engineers, librarians, biologists, teachers of carpentry, hydrogeologists, educational broadcasters, geodesists, hydraulic engineers, etc.

They work side by side with local "counterpart" personnel.

The most striking example of Unesco technical assistance in fundamental education is at Patzcuaro, Mexico.

In India, a Unesco mission has helped to carry out studies in the design of harbours, ships and technology.

Fellowships for training abroad are part of this technical assistance. There are now 160 fellows studying with Unesco technical assistance grants.

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In five towns in America, efforts at co-operation between the school system and the local communities have been notably successful. In Minneapolis (Minnesota), a city-wide citizen movement recently gave battle to a public school crisis. The Citizen's Committee on Public Education—with about 100 affiliated organizations—spear-headed a successful drive to get the citizens to vote for an increased mill rate for their schools. They sponsored a modern school to illustrate the need for an improved school and equipment.

In Orono, an entirely rural community, nine districts transformed a string of one-room ungraded school-rooms into a modern first-grade-through-high school system.

At Scarsdale, a residential suburb of New York City, a seven-member board has been constituted of men and women, who serve without pay and meet for long hours. They operate a school system which includes a senior and junior high school and three elementary schools with a total of 3,000 pupils. The School brings in groups of

parents to acquaint them with school policies. The Parent Teachers' Association Council has a Public Relations Committee to interpret the work of the schools to the community. Likewise, the Parent-Teachers' Association of Ferndale, in Michigan, is not the traditional speaker-type meeting. It helps to mould the curriculum at school through bi-monthly curriculum conferences between teachers and administrators.

In Arlington, a citizen movement set up the first and the only elected School Board in the State of Virginia. The Board consists of permanent advisory councils, each council served by nearly 400 members. The Board holds public meetings on all important matters

which effect the entire community. There is a citizen's committee for school improvement.

* * * *

Established by a special committee of representatives from Ministries of Health and Education, Warsaw's new 'Sight Conservation

**Warsaw's Sight
Conservation
School**

School' is among the first of its kind. All Warsaw elementary schools are instructed to admit there students who complain of poor eyesight. Eye specialists from the Central Eye Clinic visit the School regularly. Students are taught practical skills like typing etc.

* * * *

Talk to Teachers

I would like to talk to teachers this month not primarily as educators but as potential writers for adults and this idea has been suggested to me by a "Literary Workshop" that the Government of India are organizing at Delhi at the moment in order to train selected writers in writing for adults. As we all know, there is a great and deplorable dearth of suitable reading material for neo-literates and persons who have received education, say, up to the primary level. They constitute the bulk of our potential readers and it is through the quickening of their interest and the enrichment of their life that we can look forward to the raising of material and cultural standard in the country. In attempting to do so, well written books, suited to the needs, the psychology and the interests of this section of the population can play a very vital part. It is, therefore, a matter of great concern to all who are interested in the educational and cultural progress of the people that sufficient literature of the right type is not available for them and Government of India have been taking various steps, in co-operation with State Governments and voluntary agencies, to encourage and sponsor the publication of such literature. Amongst these measures is this scheme for the organization of four "Literary Workshops" in different linguistic regions of the country in

order to provide an opportunity to promising writers to live and work together for a month, under competent and technically qualified guidance, to study the special problems of writing for adults—their needs, their psychology, their linguistic capacity, their interests—to discuss the right methods and techniques, to analyse critically the existing adult literature, to formulate the right principles and approaches and eventually to produce a few specimens of writing which are likely to appeal to the adults. This seems rather a tall order for a workshop which is to last for only one month, but it is possible to attempt this because the persons selected to participate are those who have already had some experience of writing and require mainly an orientation of their gift in this direction. The experience of the first workshop, which will be concluding shortly, has been quite promising and the Ministry of Education are hopeful that, as a result of these four workshops—which have been made possible through the financial co-operation of the Ford Foundation—it will be possible to provide useful training to about one hundred writers, who will acquire special interest in, and some trained capacity for, the production of suitable literature of adults. It is hoped that the Reports of these Workshops will be published in due course for the guidance of all interested in this field of work.

My main purpose in this talk is to invite the attention of teachers in general—those, at any rate, who have some flair for writing—to this extensive and fascinating field and to suggest to them the possibility of exploring it and taking up the project of writing for adults as a useful, and possibly lucrative, hobby. In some ways, they are (as a class) specially fitted to do so. They are engaged in educational work and the work of adult education is coming to them in an increasing measure. This gives them an opportunity of coming into contact with adults—in cities as well as villages—, of learning something of their needs and problems and getting to know the technique of establishing mental contact with them. They have also at their disposal, in some cases the school or other local libraries where they can find the necessary reference material required for undertaking this work. If, therefore, some of them could devote a little of their leisure to such writing—though I know very well that a majority of them have not much leisure to talk about!—it is quite possible that they may be able to make a useful contribution to this urgent national need. I am by no means suggesting that a large proportion of teachers can become writers, but I have not the least doubt that, amongst the hundreds of thousands of teachers in India in all types of institutions, higher and lower, there are at least hundreds of potential writers who, with some encouragement and some strength of purpose, can usefully participate in this educational activity. Great creative artists and writers are, I suppose, born as is usually maintained, but a fair proportion of those who write—and write usefully and competently—have surely to *train* themselves for it and, if they are

earnest and sincere, there is no reason why they cannot attain a reasonable degree of efficiency in the craft of writing. And, after all unless you have given yourself a chance with a seriousness of purpose, how do you know that you cannot write!

Presuming that this appeal of mine would persuade at least a few teachers to try their hand at this "new trade", it seems necessary to elucidate a few basic considerations which must be observed by all writers for adults. In the first place, they should remember that they are not writing in a vacuum, as it were, but for a special audience whose needs and interests have to be studied, understood and appreciated. Writing, like speech, is a traffic of the minds, a means of "communication" and if the writer forgets that he is writing in order to be *read* by a certain class of people he can never succeed in establishing genuine *rapproch* with them. This basic principle applies equally to the choice of the themes, the selection of the vocabulary and the style of presentation. The themes must be living themes lifted out of the life of the people, concerned with their daily activities and welfare or with the enlargement of their life in directions whose utility and relevance they can appreciate. There is really no dearth of problems about which we must educate our people and give them useful and reliable knowledge. The whole field covered by the Social Education syllabus—health and hygiene, civics, useful everyday knowledge, economic problems, recreation, reading for pleasure—provides numerous significant themes. The same point has to be borne in mind in the choice of language and vocabulary. The average adult has a good deal of practical experience of men and matters and is mentally

mature enough to understand many important issues of modern life. But his knowledge of technical terms is extremely limited; his vocabulary is not extensive; the words that he uses have vitality and depth of associations but often lack the stamp of the scholar's usage and approval. The writer must not only bear these facts of the objective situation in mind but actually turn them to his advantage. He should use simple, suitable and popular words which have the widest currency, without bothering about their ancestry or their geographical associations. It is the aptness of the use by a good writer which confers dignity and significance on words. Any writer who suffers from a narrowness of the heart or mind in the matter of language and jibs at words which have come from particular sources—the spoken dialects of the masses or certain regions of the country or from certain classical or modern sources—impoverishes the language and stultifies himself. The same consideration applies to the style also—it should be lucid, easily comprehensible and designed to awaken interest and curiosity, and there should be no attempt to over-awe the reader with a display of scholarship or “linguistic virtuosity”. Sometimes educated persons are apt to imagine that our adults, who are just barely literate, are not capable of understanding anything beyond the simplest of practical ideas and suggestions. This is sheer nonsense. It is generally our own failure that we attribute to them. We are not able to speak their language; we cannot put things to them in a clear and lucid manner and with apt illustrations. Those who have heard or read, for instance, Mahatma Gandhi's speeches or the talks given by Acharya Vinoba Bhave will realize how in the hands of a man of the people, simple language which they

can easily understand, can become an effective vehicle for conveying all kinds of social, political, economic, cultural and religious ideas. One great advantage, therefore, of adopting a popular style and using an easy and elastic vocabulary is that the writer can introduce significant subject matter and need not insult the adult mind by confining himself to very elementary and childish matters.

The art of *presentation* is really all important for writers of books for adults as also, indeed, for children. If you know *how* to talk to them, to address them directly, to look at matters with their eyes and to hear through their ears, you can become a successful writer. In India there is great need today for writers who can act as “middle-men”—that is, they need not be first-rate or original thinkers themselves but they should have the capacity to take things from such persons and to popularize them, to put them across to the neo-literates and the inadequately educated persons. In England, U.S.A., Soviet Russia and many other countries some very good writers have devoted themselves specifically to this field and have thereby helped to raise general intellectual standards considerably. We should try and create such a class of writers and I have the feeling that some of our more intelligent teachers, who have some capacity to write, *can* perform this function satisfactorily. There are many other problems and considerations that have to be taken into account in this connection, but they will be dealt with, I hope, in the Reports of these Workshops when they are published. I would like to stress one crucial consideration again, because that is, in many ways, basic to the success of this work. Whatever we write for adults must be of *interest* to them,

both in the popular sense of the word i.e., likely to appeal to them and to give them pleasure and in the literal and psychological sense i.e., as something which is of direct concern and significance for them. If the adults do not take pleasure in reading and do not acquire the reading habit, the mere existence of good books, full of useful subject matter, will not be of much avail. In planning any programme of such publications, the beginning should be made with small, easy, interesting booklets which either deal with their everyday affairs and concerns or are likely to give them enjoyment. When they come to look upon the book as a friend in need as well as an entertaining companion, more than half the battle will be won. They will be on the look-out for good books and, as these come out, they will be read with

avidity. It is, therefore, more important in the early stages to light candles, as it were, in the minds of the adults and to arouse their curiosity than to stuff them with dry information. A few things explained with clarity and definiteness, so that they will become a part of the adult's mind and influence his behaviour, are educationally far more valuable than a great many, ill-assimilated things that are at best a burden on the memory.

I invite teachers to undertake writings of this kind for the use of our neo-literate adults and, if any of them can really produce things of value, breaking new ground either in the method of presentation or in the selection of themes, it will not be very difficult to find ways and means of publishing them for the use of potential readers.

K.G.S.

Book Reviews

The Impact of Science on Society
By Bertrand Russell. George Allen and Unwin Ltd., 1952, 7Sh. 6d.

BERTRAND Russell's book comes at a most opportune moment. India, poised as she is on the threshold of her Industrial Revolution can, if she so chooses, benefit from the experience of countries which have known the effects of about two centuries of industrialization. Russell, in his book, has brought these effects together and subjected them to a clear, logical, scrutiny.

That the scientific method—observation and inference—shatters belief in various superstitions, once hallowed as traditions, is well known. We, in India, are steeped in belief which Time has rendered sacrosanct; but we must inevitably shed such doctrines as cannot stand the test of rational enquiry. We shall do so in imperceptible degrees and only as the methods of Science bring about that alleviation of human suffering which is the desired, albeit mocking, goal of Humanity. As Russell takes pains to point out, the experience of the West shows that the immediate result of industrialization is increase in the sum of human misery. "The industrial revolution," he says, "caused unspeakable misery both in England and in America. I do not think that the student of Economic history can doubt that the average of happiness in the early nineteenth century was lower than it had been a hundred years

earlier; and this was due almost entirely to scientific technique." Perhaps, India, too, may have to pay this price or again, perhaps, we will be able so to phase our use of machines as to avoid these pitfalls. In any case, our attention has been drawn to the evils which are inherent in the transition period.

But it would be doing Russell a wrong if the impression were given that he is a "dark prophet". On the contrary, even though his unmatched brilliance of intellect enables him to probe the various ills which the application of scientific technique to Production, Distribution, State Organization, Propaganda and War can bring about, he nevertheless is of the view that the benefits which accrue more than offset the evils. He shows that modern scientific technique can make it possible for Man to live without fear of poverty, pain, and disease and that advances in the field of Medicine, to take one instance alone, have saved more lives than quite a few World Wars have been able to destroy.

Thus, despite atomic mutterings of impending disaster to which he draws pointed attention, Russell shows that by the applications of scientific technique alone can Humanity survive provided that Man, in his unwisdom is not made into a mere cog in a machine, and provided a social structure is evolved in which a man "can be useful; can be as far as possible secure from undeserved

misfortune, and can have opportunity for initiative in all ways not positively harmful to others".

P. Gangulee

A Public School for tomorrow: by Marion Nesbitt, Published by Harper and Brothers, New York, 1953, pp. 164, XVI, price \$2.75.

THE book is the absorbing story of the day-to-day life and work of an elementary school in the States and not, as the title is likely to suggest to some, of any independent residential school. The Matthew F. Maury School, Richmond, Virginia, is famous among the elementary schools of that country for its child-centred education and other progressive practices. Housed in an old school building—one of the oldest in the city—and staffed with no specially selected teachers—but those who are prepared to put their shoulders to the wheel—the school has more than adequately done its duty by the children entrusted to its charge. The school follows no rigid syllabus or curriculum except those which the children and their guide-teachers agree upon among themselves. Language, Mathematics, Science, Music etc. are taught not as so many separate subjects but as activities and experiences enmeshed in the very business of day-to-day living. Learning, in the circumstances, occurs easily and emotionally enmeshed in the very business of day-to-day with a certain inevitability. The school, in short, is an excellent example of the kind of good work that is possible under ordinary school conditions provided the head and the staff are keenly alive to the responsibilities which the onerous business of educating the young places on their shoulders.

Another remarkable feature about the Maury School is the close co-operation that exists between it and the community it serves. We, in this country, have often wished to develop our basic schools into school-cum-community centres. Here is an example of such an institution, the significance of whose life and work to the community at large is no less vital than to young school-goers.

There is, however, one point which a critical reader will not overlook. The story as presented gives no idea regarding the academic achievements of its pupils. How would these compare with the standards obtaining in the other schools? In the absence of scientific evidence on this point, an undiscerning critic can always hypothesise that progressive schooling is incompatible with good academic standards. This, as we know, need not be true, but unless some exact information is provided in this behalf, the charge cannot be squarely met.

The book makes fascinating reading and enables readers to imagine and share the life and experiences of the little community of the Maury School. It is a mine of sound educational suggestions and is particularly recommended to parents and to teachers of primary and junior basic schools.

Veda Prakasha

A Short History of Educational Ideas: Curtis, S. J. and Boltwood, M.E.A., University Tutorial Press, Ltd., London, 1953, Price 18 s. 6 d.

THERE has evidently been a general tendency in the post-Second World War period to formulate theories of education almost entirely

from what has been called a pragmatic standpoint. We are concerned now-a-days primarily with achieving results of some sort—with eradicating illiteracy, with preparing youth for jobs, with producing leaders to carry on the administration, and so on. We are concerned more about getting things done than about **how** they are done or how they can best be done. Again, many of the programmes of education that are being drawn up both here in this country and elsewhere smack of a motive, conscious or unconscious, to present something new, something out of the ordinary, something that will capture the popular imagination. Consideration of basic principles and of universal and ultimate values is more often than not at a discount in the formulation of such schemes and programmes.

In the formulation of any educational system we need to keep in mind not only the present and the future but also the past. We need to be well informed about the theories of educators in days gone by and to profit by their experiences and experiments; and so even in the modern pragmatic age there is scope for a careful study of the history of educational ideas for the building up of a sound educational system based on first principles and fundamental aims. Dr. Curtis and Mr. Boulton have, in the book under review, given us a generous opportunity to think of the past. They have refrained from forcing upon their readers any particular doctrine and have contented themselves wisely with presenting "the creative ideas, which from the earliest times to the present day, have shaped men's conceptions of the aims and meaning of the educational process". The approach is both chronological and biographical. The

authors themselves tell us that the biographical approach was "deliberately selected to make the reader aware of the dangers of over-generalization in educational thinking and the mis-application of past ideas to present circumstances."

It must be pointed out that the authors have confined their attention to Western educational thought. A special feature of the book is the presentation of the ideas of a number of English writers whose views have received little or no attention in other books on the history of education. Besides a discussion of the educational philosophy of Wordsworth there are two whole chapters devoted to the English educational writers of the nineteenth century, including little known writers like the Edgeworths and Robert Lowe. The book concludes with a useful chapter on some educational writers of the twentieth century, mostly English, who have made very notable contributions to modern educational thought. For a reader like the author of this review, who received his professional education in England, it is singularly gratifying to find a presentation, however brief, of the views on education of Sir John Adams, Sir Percy Nunn, Dr. Mannheim, Dr. Whitehead and Sir Fred Clarke. Here for the first time, perhaps, is an attempt to show how the views of Sir Fred Clarke complement the views of Sir Percy Nunn. In the words of the authors, "It seems that Clarke's role has been to make more explicit what Nunn had taken for granted," "that the development of the child's powers can only take place in terms of the common culture".

The 'Suggestions for further Reading' drawn up at the end of each chapter are intended to help the reader to

undertake a further examination and assessment of the aims of education expounded by the authors who have given us as excellent a history of Western educational ideas as is possible within the compass of 500 pages.

E. A. Pires

College and the Community: A Critical Study of Higher Education—by Baker Brownell, New York, Harper & Brothers: 1952, VI† 24/PP †Index

THERE can be few people better fitted to present us with a critique of Higher Education than Professor Brownell, who has established an international reputation as director of the famous educational experiment at the North Western University (known as the course in contemporary thought from 1923 to 1943) and as a co-author of the Montana Project of Community education.

In Professor Brownell's view university education has on the whole been a failure. He attributes the failure to the assumptions on which modern college life appears to be based. The first of these assumptions is that the student during the entire period of his academic career should live on someone else's income, learn on someone else's authority and thus postpone mature responsibility. Another assumption is that the student must be withdrawn from his home and community, placed in an artificial environment called a 'campus' and thus be segregated from normal relationships within his community. Finally, it is assumed that there is virtue in the complete divorce that at present exists between the student's academic life and his practice. The author believes that this cleavage promotes the

growth of "a mobile, rootless life, an urban indifferentism of mentality, a sterile, gay and, as it were, irresponsible biology".

Mr. Brownell considers that the remedy lies in a complete reorientation of educational system which should be based on the complementary development of both integrating and centrifugal processes. The first involves breaking-down the barriers between classes into which learning has unhappily been divided, and the consolidation of their fragmentary subject-matter into a whole which will harmonise college work with the student's life. The second of the processes consists in taking higher education to small places, to help develop local leaders, and to enrich life in small communities. Much of what the author says in support of his views is thought-provoking, and he is never more convincing than when he describes the various practical experiments he made with his ideas, particularly at North Western and in Montana.

Professor Brownell is, however, on more dangerous ground when he is at pains to prove that all knowledge is action. 'What variety is this', he asks, 'to know a dozen things when the knowledge has no continuity with the rest of life? If a man cannot identify knowledge with action, does he really know?' Perhaps, the most important merit of 'useless' knowledge is that it promotes a contemplative habit of mind. The habit of finding pleasure in thought rather than in action is a protection against unwisdom and excessive love of power. It is a means of preserving serenity in misfortune and peace of mind in tribulation. We hold up Hamlet as an example of thought without action, and are apt to

forget that Othello is a warning against action without thought. It is important to remember that the voice which said that 'theory is grey but the tree of life is green' was not the voice of Goethe but of Mephistopheles.

Sourindranath Roy

"Chalk in my Hair": by 'Balaam'
Publishers—Earnest Benn Ltd.,
London 1953. Price. sh. 10 6d.

DESCRIBED as "not so much a book as an explosion", "Chalk in my Hair" is a refreshingly candid discussion of the problems of a teacher. The veil is torn from idealistic portraits of the teacher living in a world surrounded by reverence and sanctified by sacrifice. The preface sets out by pronouncing light-heartedly that "all teachers go mad in the end though some take longer than others." It continues in that vein, but seriousness underlies the apparently light-hearted narrative and the solid experience of 20 teaching years gives ballast to 'Balaam's' pronouncements on secondary schools and on such controversial subjects as Morning Assemblies, Headmasters, Headship seeking, Boarding School Life, Inspectors, School reports, School governors and Teaching for a Living. Teachers should enjoy this even more than the common reader but both will read it with amusement and substantial agreement.

Most of the theses advanced are sound, and though the author refuses to be unduly optimistic about the prospects of the would-be teacher or the status of the profession, he is neither depressed nor depressing, though he may sometimes tend to be cynical.

It is his view that teaching, like other professional activities, is a craft rather than a gift, and that only those who study the long-term conditions of the teacher's life and learn from their practical experience to achieve a balance between learning and sport, positive administration and non-interference, robust geniality and discipline, can make a success of what is, in the final analysis, an extremely hard job.

Short sketches, suitably disguised, of colleagues, of school conditions that are revealing of the leeway that remains to be made up in even such countries as England, on sub-normal children and the attitude and dubious value of inspectors add personal flavour and relish to what reads as easily as a thriller.

Muriel Wasi

'Social Education Literature for Authors, Artists, Publishers, Teachers, Librarians and Governments'
by S. R. Ranganathan. Delhi, Indian Adult Education Association and London G. Blunt & Sons: 1952 Price Rs. 10/8/-.

DR. RANGANATHAN, who had earned his world-wide reputation in the field of librarianship, has of late used his talents in the field of Social Education as well. This has undoubtedly enriched our literature in this field. This is the most recent of Dr. Ranganathan's works on Social Education.

The book has a wide sweep. In fact this concern for 'wide sweep' has led the author in many places into byeways far from his proper subject.

The reader will also have to make allowance for certain mannerisms. But that once done, he will find the book a mine of useful information, not only of theoretical interest in the field of Social Education literature, but also of immediate practical use to authors, publishers and distributors in the book trade.

The **Pundits** in the field of Social Education literature will be specially interested in two original suggestions in the field. One pertains to what Dr. Ranganathan calls "Omnibus Crafts-Centered Literature" (pp.122-124) and the other, to what he calls "Audio-visual Literature" (pp.124-129). The former advocates a series of volumes centring round a particular craft and may be said to be the extension of the idea of Basic education in the sphere of social education literature. The other is a plea for enhancing the usual appeal of a book for adults and to supplement it, if possible, by gramophone recordings. Dr. Ranganathan has a contempt for those who would plead financial limitations as obstacles in the way of such audio-visual literature.

Sohan Singh

SHORTER NOTICES

Literature For Neo-Literates, published by Indian Adult Education Association, 30, Faiz Bazar, Delhi, 1953. Price:, Rs. 10/8/-.

"**LITERATURE** For Neo-Literates' is a report of the Third National Seminar, organised by the Indian Adult Education Association at Jamia Millia, Okhla, Delhi from December 20th to 26th, 1952. The objective of the Seminar was to arrive "at working

principles to help authors, editors, translators and other collaborators..... in the production of literature for neo-literates in the different languages of India, with maximal efficiency".

The book, divided into 18 chapters, analyses the problem of adult education and records the deliberations of the Seminar in the light of such analysis. The Conspectus gives a brief summary of the contents.

The subject of the Seminar was divided into ten topics and the participants divided themselves into eight groups for intimate and intensive discussion of these topics. Chapters one to ten are devoted one to each of the ten topics chosen for investigation. Each chapter contains "Findings" of the participants on the topic. The chapters formulate problems which should be investigated by competent agencies by appropriate methods of research. Chapters 3 and 4 mark out areas requiring demonstration by Pilot Projects that can be operated by Governments. Chapters 12 to 18 contain addresses made at the Seminar, names of participants and details of an Exhibition of Adult Literature staged on the occasion.

Kala Thairani

The Teaching of Art: By L. de C—Bucher Publishers Blackie and Son Ltd.; Price 25 sh.

THE chief excellence of this elaborate book of writing and coloured illustration is not originality but commonsense. Practicality, judgment and experience inform every page and the discoveries of even so great a master as Franz Cizek do not go unchallenged.

The writer is primarily an art-teacher, not an artist, and his judgments are nicely hedged round by what he conceives to be reasonable and practicable in respect of child drawing and painting, clay-modelling, designing and pattern-making. Numerous illustrations by children of various age-groups, temperaments and talents help to drive points home and to convince the art-teacher that drawing and painting are urgent and necessary forms of self-expression for the growing child. The range of work and child studied, the experiments recorded and the wise suggestions made to foster self-expression and to improve craftsmanship should make this book valuable to India where art-education is still in its infancy. Its freedom from dogma is especially helpful, for the principles it enunciates will require to be applied with some flexibility.

Muriel Wasi

The Year Book of the National Society for the Study of Education (NSSE Year Book); University of Chicago Press—1953; \$3.50 for each Volume in cloth binding; \$2.75 in paper covers.

THE 1953 Year Book of NSSE comprises two volumes. Part I deals with "Adapting the Secondary Programme to the needs of Youth". It describes effective methods of identifying the needs of youth and of translating those needs into appropriate teaching goals. Part II entitled "The Community School" emphasises how the school programmes have been adjusted to the requirements of Community-Centred movements that aim at the Cultural Welfare of all groups of population.

G. S. Dhar.

Common Indian Herbs: by N. A. Watts. Published by The First Calcutta Local Association, Bharat Scouts and Guides, Price Rs. 1/8/-.

THIS booklet contains a collection of some common Indian herbs well illustrated and described in non-technical language. It will help in fostering a naturalistic outlook among boy scouts which seems to be the main purpose of the author.

The flora of India are a mixed variety. Herbs found in one place may not be found in another. Thus, it would have been more appropriate to call the booklet 'Boy Scout Guide to Common Herbs and Shrubs of Calcutta' rather than 'Common Indian Herbs'.

Daya Nand Pant

'Praudh Aur-Samajik Shiksha Ke Naye Prayog' (New Experiments in the Field of Adult & Social Education) by Mrs. Urmila Johari, M.A.; Vidya Mandir Ltd., New Delhi: 1953: Price Rs. 3/8/-.

THIS book is a compilation of articles published from time to time by Mrs. Urmila Johari as a result of her study and observations in the field of adult education in the United States. The book covers a wide field, such as extension work of universities, agriculture extension service in the U.S.A., the 4-H clubs, public libraries and a host of other agencies engaged in adult education and allied activities in the U.S.A.

Mrs. Johari has given a brief but essentially helpful description of these associations and agencies. In some places, unhappily, words tend to run away with her. Simpler language might have been more helpful to her readers.

Social Education workers in our country, and specially organisers in the Community Projects, will find a perusal of the work rewarding. Though many types of work described will be beyond their reach for the time being, the book should widen their horizon.

An index would have added to its value.

Sohan Singh

Indian Journal of Audit Education: Vol. XIV No. 2, June 1953; Special Shafiq-ur-Rehman Kidwai Number. Published by Indian Adult Education Association, Delhi; Price Rs. 1/4/-.

ON April 2nd, 1953 the Education Minister of Delhi State, the Hon'ble Shafiq-ur-Rehman Kidwai died. It was a loss not to the State of Delhi only, but to India. The Indian Adult Education Association, Delhi, has fittingly brought out a special issue commemorating an eminent educationist, a public worker, and an extremely warm and affectionate human being. The volume contains appreciations by Messrs Amarnath Jha, Ranjit M. Chetsingh, K. G. Saiyidain, M. Mujeeb and others.

A. N. D.

Indian Sculpture in Bronze and Stone, Vol. I, published under the auspices of the Ministry of Education, Government of India and under the care of the Institute Italiano per il Medio Ed Estremo Oriente, Rome.

INDIAN Sculpture in Bronze and Stone' is an album containing 20 plates on Indian art selected from among the vast sculptured panels and

numerous bronze pieces all over India. Generally, the works are of the medieval period. This collection arranged by Madanjeet Singh shows types of sculpture of various epochs and sources, illustrating the expressions and essential characteristics of Indian plastic art.

Giuseppe Tucci explains in an introduction the curious blending of Indian art under varied influences such as Hindu, Buddhistic and Jainistic. "Indian art", he says, "has not limited itself to the reproduction of the abstract type, youth far from all human passion, but expresses also the fullness of life and the exultant joy of the whole creation".

Production is elaborate and excellent and the pictures achieve some of the realism of their magnificent subjects. The album would adorn any library or educational institution; for an art library it is an indispensable acquisition.

Kala Thairani

"Towards World Understanding". (Unesco Publications)

BOOKLET I has been prepared by Unesco as a part of its programme to stimulate and assist education for international understanding in the schools of its Member States. The object is to develop in young minds an attitude favourable to international understanding and to give them a sense of responsibility towards the local community, the nation and the world society of the future.

To achieve that object, the booklet makes various suggestions: firstly, that teaching about the U.N. and its agencies should be undertaken at vari-

ous age levels, including very young children, so that the child may benefit from the effect of "cumulative and repetitive teaching on this subject". It suggests special means of presenting the U.N. and its Agencies to children, such as bulletin boards, assemblies, study clubs, school publications etc. Finally, it recommends that teachers should be suitably educated for this task. It calls on the Ministries of Education, non-Governmental Organizations and U.N. agencies to assist in this work.

Booklet II contains the reports of three groups formed at the Seminar on the *Education and Training of Teachers*, held at Ashridge, near Berkhamsted, Hertfordshire, in England, from July 15 to August 25, 1948. 47 persons from 22 different countries took part in this Seminar.

Group One took up the topic of child growth and development in the context of how teachers might be trained to tackle this problem competently. Group Two undertook the problem of training teachers for social understanding. "Unhappy, frustrated, dissatisfied teachers cannot help their pupils to become happy, well-adjusted young people". Group Three considered the role of teachers as potential contributors to better international understanding and made suggestions for preparing them for this task.

Booklet III contains the first bibliography published by Unesco on Education for international understanding. Chapter I is a bibliography of United Nations' publications and documents. Chapter II has been devoted to books on general education for international understanding such as teaching methods and educational aids, films

and filmstrips. Chapter IV provides a list of bibliographies for those who want to make a more detailed study of particular problems.

Booklet IV contains a report prepared by a group of six teachers from Afghanistan, Chile, France, the Lebanon, Thailand, and the U.S.A. who met together at Adelphi College, New York for six weeks in 1948. The Adelphi College Seminar, organized by Unesco in co-operation with the U.N., was attended by 36 participants from 21 countries.

The report, described as "a highly concentrated summary of the findings" of these six people, deals mostly with adult thinking about world citizenship and the United Nations, and with the "background needed to make an informed and intelligent teacher". The report is followed by a statement prepared by two of the participants on "Introducing the United Nations to Schools of the Arab World" in which the attitude of Arab teachers towards the problem of presenting this subject to their pupils is discussed and practical suggestions on how to accomplish this are made.

Kala Thairani

The Race Concept: Published by the Unesco, 19 Avenue Kleber, Paris—16, 1952. Price: \$. 50:2/6:125 fr.

THIS book contains the results of an Inquiry conducted by Unesco into the Race Question. Declaring that racial doctrine is the outcome of a fundamentally anti-rational system of thought, Unesco turns to the means and methods of "Education, Science and Culture" to combat racial propaganda. "It is on this threefold front that the

battle against all forms of racism must be engaged."

In pursuance of this objective Unesco called the first conference of scientists at Unesco House from 12 to 14 December, 1949, where Brazil, France, India, Mexico, New Zealand, U.K. and U.S.A. were represented. The declaration drawn up by this group was severely criticized on all sides. The document, it was said, tended to confuse race as a biological fact and the concept of race as a social phenomenon. In order to clear up this misunderstanding, it was necessary to call a second group of scientists, on this occasion, of physical anthropologists and geneticists chosen particularly from among those who had expressed disagreement with the first statement. The second conference was held from 4 to 9 June, 1951. They prepared the document which is contained in this pamphlet.

The contents of the book fall mainly under three heads: (a) Statement on the Nature of Race and Racial Differences, (b) Observations and Comments on the Statement as a whole, (c) Comments and Criticisms on different items of the Statement. By printing, with the text of the State-

ment, all the comments to which it has given rise, Unesco hopes to enable the general Public to appreciate the fluctuations of scientific thought on the problem of race.

Kala Thairani

Impact of Science on Society (Vol. IV, No. I Spring 1953); Unesco; Price \$75. 3s. 6d; 175 fr.

ONE need hardly emphasise the obvious. Of all intellectual pursuits, Science has affected society the most. There is, perhaps, no aspect of human existence—political, social, moral—which has not wilted, altered and undergone a radical change under the impact of science. This short volume, contains, among others, chapters entitled 'Society in the Grip of Science' which analyses the mutual relationship between science and society, 'The Challenge of the Space-ship' which visualises the social consequences of interplanetary travel and which reads like a fairy tale, and 'National Development based on Science: The case of Denmark' which is a story of the transformation of modern Denmark from economic bankruptcy into a nation with a high standard of living.

A.N.D.

Bibliography of Children's Books in English

We publish below the second instalment of a bibliography of children's books in English obtainable at the Central Educational Library, New Delhi. It is intended chiefly for the use of Primary and Secondary School teachers and for children between the ages of seven and 12 years. Our first instalment of the bibliography was published in the June 1953 number of the *Quarterly*. The final instalment of books for children between the ages of 13 and 16 will appear in the December number of this *Journal*.

EDITOR.

Children's Books

Age Group 7—12 years

E—EASY BOOKS

Farmyard Picture Book. London, Ward, Lock, n.d.

The Golden Picture Book of Motors. London, Ward, Lock, n.d. illus.

Hall, Cyril.

Boats Big and Little. London, Blackie, n.d.

Harford, Violet.

Sunshine Corner; picture and story book. London, Juvenile Productions, n.d. illus.

Hillyard, M. D.

Our Caravan. London, Blackie, n.d.

Knight, M. F.

The laughing hour. London, Pitman, 1944. 69 p, illus.

Leaf, Munro.

Fair Play. London, Warne, 1949. 93 p.

Story of Simpson Sampson; illus. by Robert Lawson. London, Warne, 1944.

My Favourite Book. London, Blackie, n.d.

Picture Book of Dogs. London, Ward, Lock, n.d.

Picture Book of Firemen. London, Ward, Lock, n.d.

Picture Book of Trains. London, Ward, Lock, n.d.

Potter, Boatrix.

The Tale of Ginger & Pickles. London, Warne, n.d. 75 p.

Sunnyside Farm; about farm friends. London, Tuck, n.d.

F—FICTION

Anderson, H. C.

Story of the Storks and the flying trunk. London, Sandle, 1944. 32 p, illus.

Bagshawe, T. W.

Pompey was a penguin. London, O.U.P., 1946. 64 p, illus.

Blyton, Enid.

Five Go to Smuggler's Top; illus. by Eileen Soper. 192 p.

The mystery of the burnt cottage; illus. by J. Abbey, London, Methuen, 1936. 164 p.

Secret Seven Adventure; illus. by George Brook. Leicester, Brockhampton Press, 1952. 127 p.

Bowen, R. S.

Red Randall on Active Duty. New York Grosset, 1944. 211 p.

Bright Story Readers.

The Black Arrow; a tale of the two roses. London, Arnold, n.d. 96 p.

- The boy slaves, by M. Reid. London, Arnold, n.d. 96 p.
- Captain Cook's Voyages of Discovery, abridged by J. B. Marshall, London, Arnold, n.d. 96 p.
- Christmas stocking and the tales its contents told by Elizabeth Wetherell. London, Arnold, n.d. 96 p.
- History of Henry Esmond by W. M. Thackeray. London, Arnold, n.d. 128 p.
- Little Women, by L. M. Alcott. London, Arnold, n.d. 96 p.
- Norwegian folk tales, by F. A. Tapsell. London, Arnold, n.d.
- Oscar the Brave; a tale of old Norway, by C. B. Rutley. London, Arnold, n.d. 64 p.
- Quentin Durward, by Walter Scott. London, Arnold, n.d. 96 p.
- Rip Van Winkle and the legends of sleepy hollow, by W. Irving. London, Arnold, n.d. 80 p.
- Sindbad the Sailor from the Arabian Nights. London, Arnold, n.d. 64 p.
- Some legends of Greece and Rome. London, Arnold, n.d. 96 p.
- Stories from France, retold by F. A. Tapsell. London, Arnold, n.d. 48 p.
- Stories from Tibet, retold by F. A. Tapsell. London, Arnold, n.d. 46 p.
- Stories of the heroes of Greece retold by F. E. West. London, Arnold, n.d. 64 p.
- Stories from the life of King Alfred, retold from Asser. London, Arnold, n.d. 96 p.
- Story of William Tell, retold by J. B. Marshall. London, Arnold, n.d. 95 p.
- Bright Story Readers.*
- A Tale of two mysteries. London, Arnold, n.d. 63 p.
- Treasure Island by R. L. Stevenson. London, Arnold, n.d. 95 p.
- The Ugly Duckling and Other Stories. H. C. Anderson. London, Arnold, n.d. 32 p.
- Browning, Robert.*
- The flight of the duchess the story from the poem by R. Browning, told to children by J. Field. London, Crowther, n.d. 40 p. illus.
- Bullivant, Garland.*
- Little Lass; illustrated by Frank Hart. London, Countrylife, 1943, 90 p.
- Carroll, Lewis.*
- Alice in Wonderland, illus. by Gil Dyer. London, Foulsham, n.d. 127 p. 18½ cm.
- Alice's Adventures in Wonderland; illus. by J. Tenniel. London, Penguin Books, 1946. 168 p. illus.
- (The) Complete works of Lewis Carroll with an introduction by Alexander Woolcott and the illustrations by John Tenniel. London, Nonesuch Press, 1939, 1165 p.
- Chaundler, Christine.*
- The Odd Ones; illus. by Harry Rountree. London, Country Life, 1944. 107 p.
- The Children's Ali Baba. London, Harrap, 1952. 64 p.
- Cockroll, Marian.*
- Shadow Castle. New York, McGraw-Hill, 122 p.
- Defoe, Daniel.*
- A short Robinson Crusoe; retold by F. H. Lee. Harrap, 1952. 95 p.
- DeLa Mare, Walter.*
- Dick Whittington. London, Hulton Press, 1951, illus.
- Deverson, H. J.*
- The Map that came to life. London, O.U.P., 1945.
- Fairfax-Lucy, Brian.*
- Horse from India. London, Muller, 1945. 187 p. illus.
- Gann, Pixie.*
- Periwinkle Popcorn. London, Warne, 1944. 192 p.
- Garis, H. R.*
- Uncle Wiggily's Fortune. New York, Platt and Munk, 1942. 185 p.
- Gorse, Golden.*
- Moorland Mousie. London, Country Life, 1944. 127 p.
- Older Mouse; plates by L. Edwards. London, Country Life Co., 1944. 127 p.

Godden, Rumer.

The Doll's House with pictures by Dana Saints busy. London, Michael, 1947. 112 p.

Goulden, Shirley.

Flak; the story of a Canine hero of the War; illus. by J. Abbey. London, Allen, n.d. illus.

Grahame, Kenneth.

First Whisper of the wind in the willows. London, Methmen, 1944. 89 p. illus.

Grigs, Mary.

Animal Joe; illus. by Newton Whittaker. London, O.U.P. 1946. 112 p.

Henning, Paul.

Sweet Home; from Kenneth Grahame's "The Wind in the Willows". London, Methuen, 1946. 34 p.

Herbertson, A. G.

Gulliver's travels. London, Blackie, n.d. 78 p, illus.

Jean-Javal, Lily.

Fortune's Caravan. London, O.U.P. 1946. 120 p.

Johns, W. E.

Biggles flies south. London, O.U.P. n.d. 255 p.

Kelway, Phyllis.

Squirrel Book. London, Collins, 1944. 78 p, illus.

Kingsley, Charles.

Children's Water Babies adapted from Charles Kingsley by F. H. Lee; illus. by H. C. Appleton. London, Harrap, 1952. 79 p, illus.

The Water Babies. London, Juvenile Productions, n.d.

The Water-babies. London, Blackie, n.d. 224 p.

The Water Babies, illus. by C. E. M. Peterson. London, Children's Press, n.d.

Knight, M. F.

Aldous Greenwings' fortune. London, Countrylife, 128 p, illus.

Lagerlof, Selma.

Wonderful Adventures of Nils. London, Dent, 1950. 294 p, illus.

Lee, F. H.

Children's book of animal tales. London, Harrap, 1947. 62 p, illus.

Children's book of favourite tales. London, Harrap, 1947. 63 p.

Children's book of heroines. London, Harrap, 1952. 63 p.

Children's Joan of Arc. London, Harrap, 1952. 64 p, illus.

Lloyd, J. I.

The People of the Valley. London, Country Life, 1943. VI, 73 p.

Macaulay.

Battle of lake Regillus; from Lays of ancient Rome; told to Children by Josphine Field. London, Crowther, n.d. 32 p.

Horatio; from lays of ancient Rome; told to the children by Josphine Field. London, Crowther, n.d. 39 p.

Martin, Dorothy.

Munya the lion. London, O.U.P. 1946. 48 p, illus.

Mead, Stella.

The Adventures of Wibbly Mouse; illus. by Lettie Gorn. London, Amex, n.d.

Mickle, A. D.

The Trio from Rio. London, Collins, 1947. 192 p.

Mills, Annette.

Muffin and the Magic Hat. London, University of London Press, 1951. 128 p, illus.

Salton, Felise.

(The) City Jungle. London, Pilot Press, 1947, 191 p.

Shakespeare, William.

Henry IV (Part I) Sussex, Crowther, n.d. 59 p.

Snell, R. J.

The Dinner that was always there; illus. by S. K. Sprith. Chicago, A. Whitman, 1938. 95 p.

Spender, B. E.

On'y Tony; the adventures of three ponies and a little boy; illus. by B. Turner. London, Country Life, 1944. 62 p. illus.

Stevenson, R. L.

Treasure Island. London, Saturn Press, n.d. 298 p, illus.

Stokes, Vernon & Harnett, Cynthia.

David's new world; the making of a sportsman. London, Country Life, 1944. 88 p, illus.

Swift, Jonathan.

Gulliver; adapted by F. H. Lee, illustrated by Willy Pogany. London, Harrap, 1950. 64 p, illus.

Gulliver's travels. London, Blackie, n.d. 182 p.

Tales retold for easy reading. London, O.U.P., 1st Series.

Adam Bede by George Eliot; retold by Josephine Page.

The Golden Goose and other stories (from Grim's tales); retold by A. S. Hornby.

Tales retold for easy reading. London, O.U.P., 11nd Series.

Oliver Twist by Charles Dickens; retold by Josephine Page.

The stories of Shakespeare's plays, Vol. I; retold by H. G. Wyatt and David Fullerton.

Strange tales retold by B. Mendelssohn.

Tales from Tolstoy; retold by R. D. Binfield.

Vanity fair by W. M. Thackeray; retold by Josephine Page.

The Winter's tale by William Shakespeare; retold by Josephine Page.

Toyland Painting Book. London, Juvenile Productions, n.d.

F. S. SHORT STORIES

Blyton, Enid.

Enid Blyton's gay story book. Leicester, Brockhampton Press, 1951. 159 p.

Enid Blyton's happy story book. Leicester, Brockhampton Press, 1952. 160 p.

Enid Blyton's merry story book. Leicester, Brockhampton Press, 1952. 160 p.

Green Story Book. London, Mathuen, 1947. 150 p.

Blyton, Enid.

A picnic party with Enid Blyton. London, Hodder & S. Ltd. 1951. 126 p. 8".

Six O'clock tales; thirty-three short stories for children. 3rd ed. London, Methuen, 1945. VI, 182 p.

A story party at Green hedges; illus. by Grace Lodge. London, Hodder & Stoughton, 1949. 128 p.

Tales of toyland. London, Latimer House, 1952. 92 p, illus.

Bonner, Vora.

Warne's Book of Animal Tales. London, Warne, n.d.

Bonzo Story Book. London, Dean, n.d. illus.

Brunhoff, Jean, De.

Tales of Babar told by Enid Blyton. 3rd ed. London, Methuen, 1947. 117 p.

Buck, P. S.

One Bright Day and other stories for children. London, Methuen, 1952. VII, 136 p.

Stories for little children. New York, Day, 1940.

Caulfield, Genevieve.

Rip Van Winkle and Urashima. Tokyo, Kenkyusha, n.d. 62 p.

Cheerio Tales. London, Nelson, n.d.

Collins Children's Annual. London, Collins.

Douglas, Peter.

Listen to my story; seven self told stories of animal and bird life in India for children. Bombay, Hind Kitabs, 1947. 97 p, illus.

Gamrow, G.

Mr. Tompkins in Wonderland or Stories of C. G. and H. Cambridge, University Press, 1950. 91 p, illus.

Gould, Elizabeth.

Holidays by sea and river; illus. by E. A. Soper. London, Blackie, n.d.

Hogarth, Ann.

Blue Muffin Book. University of London Press, 1951. 78 p,

The red muffin book. London, University of London Press, 1950. 94 p.

Landsdown, G. N.

Why the lion roars? London, Glay & Co., n.d. 32 p. illus.

Maxwell, A. S.

Children's hour with uncle Arthur. Washington, Review and Herald, n.d. Book 1-3.

Mills, Annette.

More about Muffin. Illus. by Molly Blake. London, University of London Press, 1950. 19 p. illus. 7.5".

Milne, A. A.

Christopher Robin Story Book; from when we are very young. Now we are six, Winie—the pooh, the House at Pooh Corner. London, Methuen, 1945. 171 p.

Out of Doors. London, Collins, n.d.

Playbox Annual 1948; a picture and story book for children. London, Playbox Annual.

Poultney, C. B.

Cold Noses. London, Methuen. 1943. Two copies. 134 p.

Serl, Emma.

Johnny and Jenny Rabbit. New York, American Book Co., 1926. 125 p. illus.

Soper, E. A.

Enid Blyton's jolly story book. Leicester, 1952. 160 p. 8".

Stories of Our Pets. London, Blackie.

Strang, Herbert.

Pansy Book. London, Henry, n.d. illus.

Tagore, Rabindranath.

Parrot's training and other stories. Calcutta, Visva-Bharati, 1944. 39 p.

Tinny Tots Annual; a picture story book for little people. London, Amalgamated Press.

Waterhouse, Arthur.

Jack the fiddler and other stories. Leicester, Brockhampton Book Co., n.d. 61 p. illus.

032 ENCYCLOPEDIA

Children's New illustrated encyclopedia ed. by J. R. Crossland, London, Collins, n.d. 49 p. illus.

030 MISCELLANEOUS COLLECTIONS

Chick's own annual. London, "Chicks' Own". Library has for the year:— 1947; 1948; 1949.

Child Craft. Chicago, Quarrie Corporation, 1947. 14 vols. illus. Contents:—

- V. 1 Poems of early childhood.
- V. 2 Narrative poems and creative verse.
- V. 3 Experience stories and animal friends.
- V. 4 Tales and Legends.
- V. 5 Our own country and foreign lands.
- V. 6 Holidays and famous people.
- V. 7 Play Activities.
- V. 8 Nature excursions.
- V. 9 Growing Child.
- V. 10 Guidance for Development.
- V. 11 Ways of Learning.
- V. 12 Guide Index.
- V. 13 Art and Music.
- V. 14 Science and Industry.

My Book House; ed. by Olive Beaupre Miller. Chicago, The Book House for Children, 1951. 13 vols. Contents:—

- V. 1 In the nursery of My book house.
- V. 2 The story time of My book house.
- V. 3 Tip one pair of stairs of My book house.
- V. 4 Through the gate of My book house.
- V. 5 Over the hills of My book house.
- V. 6 Through fairy halls of My book house.
- V. 7 The magic garden of My book house.
- V. 8 Flying sails of My book house.
- V. 9 The treasure chest of My book house.
- V. 10 From the tower window of My book house.
- V. 11 In shining armor of My book house.
- V. 12 Halls of fame of My book house.
- V. 13 In your hands; a practical guide for parents.

232 CHRIST'S LIFE

Kempis, Thomas.

The Imitation of Christ. London, Blackie & Son Ltd. n.d. 303 p. 5".

323.6 CITIZENSHIP

Moore, M. F.

About our town. London, Macmillan, 1952. 62 p. (Macmillan's Social Series).

330 ECONOMIC CONDITIONS

Row, E. F.

Work, Wealth and Wages, adapted by P. C. Wren. Bombay, Cooper, 1950. VI, 101 p, 18 cm.

355 ARMY

Picture Book of Soldiers. London, Ward, Lock. n.d.

359 NAVY

Jackson, G. G.

Puck's book of the Navy. London, Col-
lin's Clear Type Press, n.d. 62 p.

Jarman, Charles.

With the merchant Navy. London, Tuck & Sons, n.d. illus.

Wonder Book of Ships. 14th ed. London, Ward, Lock, n.d. 256 p.

383 POSTAGE STAMPS

Maud & Miska, Petersham.

America's stamps: the story of one hundred years of U.S. Postage stamps. N.Y., Macmillan, 1947. 144 p, 26½ cm.

385 RAILWAYS

Way, R. B.

My first book of trains. London, Nelson, n.d. IV, 64 p, 23½ cm.

398 FOLKLORE, LEGENDS, FAIRY TALES

Aesop's Fables.

New York, Hyperion Press, 1944. 71 p, illus.

Aesop's Fables; in new translation for modern readers, with illustrations by Thomas Bewick. Mount Vernon, Peter Panper Press, n.d. 73 p. illus.

Aesop's Fables with eight page illustrations in colour by Charles Folkard. London, Adam & Black, n.d. XIX, 209 p.

Anderson, H. C.

The Tinder Box and other stories. London, Sandle, n.d.

Anderson, Hans.

Hans Anderson's best fairy tales. illus. by R. F. White. London, Foulsham, n.d. 126 p, 18½ cm.

Hans Anderson's fairy tales illus. by Rie Cramer. O.U.P., 1943. VII, 349 p, 20½ c.m.

Anderson, H. C.

Anderson's fairy tales illus. by Anne Anderson. London, Collins, n.d.

Popular Fairy Tales. London, Blackie, n.d. 255 p, 18 cm.

Arabian Nights. Tales from the Arabian Nights; with 48 colour plates by A. E. Jackson. London, Lock, n.d. 340 p, 20½ cm.

Story of Aladdin and his wonderful lamp; dolls designed and made by Amalia Serkin. London, Collins, 1945. 36 p, illus.

Aladdin, retold by F. H. Pritchard; illus. by H. C. Appleton. London, Harrap, 1951. 64 p, illus.

Ayyar, A. S. P.

Gripping tales of Ind. Tenali, Orient Publishing, 1948. 230 p.

Bidpai.

Fables of Bidpai (the Indian Aesop); a new and modern translation by M. A. Mostafa. Cairo, Nile Printing House, 1948. 244 p.

Brisley, N. K.

Favourite fairy tales; Red riding hood, sleeping beauty, cinderella. London, Ward, Lock, n.d.

Brooke, L. L.

Golden Goose book being the stories of the Golden Goose, the three bears, the three little pigs, tom thumb. London, Warne, n.d.

Bulatov, M.

Wild Geese and other Russian Fables. London, Transatlantic Arts, 1943.

Crane, Walter.

Baby's own Aesop, being the fables condensed in rhyme with portable morals. London, Warne, n.d. 55 p, illus.

Day, L. B.

Folk tales of Bengal. London, Macmillan, 1948. 273 p.

Dhar, Somnath.

Kashmir folk tales; illus. by P. Sen; foreword by Rameshwari Nehru. Bombay, Hind Kitabs, 1946. 63 p. illus.

Fairyland stories. London, Juvenile Productions, n.d.

Fairy tales from the Balkans. London, Collins, 1945. 150 p, illus.

Faithful John; illus. by Victor Ross.

Favourite Fairy Stories, the Three bears, Puss in boots, Snow white and the seven little men. London, Ward, Lock.

Galloway, Philippa.

Folk tales from Scotland. London, Collins, n.d. 119 p, illus.

Giraud, S. L. ed.

Sleeping beauty. Finchley, Bookano, n.d. n.p. illus.

Giraud, S. L.

Tom-Thumb. Finchley, Bookano, n.d.
Granny's Old Stories. Fairy tales for little folk; illus. by John Hassell, London, Blackie, n.d.

Green, R. L.

Beauty and the Beast and other tales, retold by Roger Lancelyn Green. Leicester, Ward, n.d. 79 p.

Grimm, J. & Grimm, W.

Grimm's fairy tales. N.Y., Grosset & Dunlop, n.d. 317 p.

Hansandibus.

Library has:—

V. 15 The Ugly duckling.

Kent, Margery, tr.

Fairy tales from Turkey; illus. by Olga Lehmann. London, Routledge & Paul, 1951. VIII, 189 p.

Kincaid, C. A.

Tales from the Indian Drama. London, O.U.P., 1952. 72 p.

Krilov, Ivan.

Fables from Russia. London, O.U.P., n.d. 64 p.

Magicbus.

Mehta, Hansa.

Adventures of King Vikrama. O.U.P. 1948. 151 p.

Metzger, Berta.

Tales told in India; illus. by Mina Buchanan. Bombay, O.U.P. 1934, 2 vols.

Nandris, Mabel.

Folk tales from Roumania; tr. from the Roumanian of Ion Creanga. London, Routledge and Paul, 1952. 170 p.

Ozakhi, M. Y.

Romances of Old Japan; rendered into English from Japanese sources. London, Hamilton, 1920. IX, 278 p, 25 cm.

Robin Hood. London, Arnold, n.d. 48 p, illus.

Robin Hood book by Enid Blyton. London, Latimar House, 1952. 96 p.

Robin Hood.

Robin Hood and his merry men; retold by Charles Herbert, London, Juvenile Productions, n.d. VIII, 246, p. 19½ cm.

Robin Hood retold by F. H. Lee; illus. by H. C. Appleton. London, Harrap, 1947. 78 p, illus.

Russian Fairy Tales; illustrated by A. Alexeieff. London, Routledge, n.d. 662 p.

Salten, Felix, ed.

Fairy tales from near and far. New York, Philosophical Library, 1946. 141 p.

Sazanami's Iwaya.

Japanese fairy tales. Hokuseido Press, n.d. 173 p, illus.

Searle, D. V.

Tales from many lands. London, Arnold, n.d. Book 1, 100 p, illus.

Stevenson, R. L.

New Arabian Nights, the suicide club etc. Boston. 256 p. 7".

Stories from India. London, O.U.P., 1949, 4 vols.

Storybus. V. 1 Daisy the dragon.

Strong, Poanna.

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KEY TO ABBREVIATIONS

Continued on later pages of the
same issue.

Ap.	April
F.	February
Je.	June
Mr.	March
My.	May
m.	monthly
no.	number
q.	quarterly.

The following is a sample explanation of
abbreviations used:—

Bhattacharya, M. M.

Education and democracy.

Educ 32 no 4: 17-20 Ap '53.

The article of M. M. Bhattacharya will
be found in Education volume 32 number 4
on pages 17 to 20 of the April, 1953 issue.

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The Future of

EDUCATION IN INDIA*

THE future of Indian education is the future of the Indian people. For how can the Indian people hope to hammer into shape a pattern of just and honest and graceful living together, how can they aspire to establish a non-exploitative classless cooperative society free from want and fear without a much more extensive and a much more effective educational system than they have inherited? Indian education has a historic mission to perform in initiating and sustaining that Indian pattern of civilised social existence which we hope and trust will command the respect and admiration of all men of good-will. It should, therefore, be a matter of great concern to all of us as to how Indian education grows and develops.

Inadequacies

I just said we would require a much more extensive and a much more effective system of education than we have inherited. First, with regard to the extent: it is an extremely difficult situation we have before us. The inadequacy of educational facilities is alarming. With, perhaps, less than 40 out of a hundred children of the age-group 6-11, with less than ten per cent of the boys and girls between the age of 11 and 17 at school and with less than one per cent of the age range 17-23 at the colleges and universities, with only about 17 per cent of the population literate, an enormous expansion of the

provision of education is called for. The directive of the Constitution that free and compulsory education should be provided for all children up to the age of 14 within ten years of the commencement of the Constitution will, I am afraid, not be carried out. Long years of criminal neglect cannot be made good just by loud and vehement declarations or mere complacent self-assurance. They demand hard, sustained, coordinated, well-directed effort. My feeling is that the advance is not only slow, the steps are halting and vacillating and betray not only lack of determination but also, perhaps, of direction.

It seems to me that it will be difficult to reach the educational targets of the Five-Year Plan. The targets, as you know, are to provide education for at least 60 per cent of all the children of school-going age within the age-group 6-11; to raise the percentage of girls of this age-group attending schools from 23.3 per cent in 1950-51 to 40 per cent in 1955-56; to bring 15 per cent of the children of the relevant age-group into the secondary schools; raise the percentage of girls of this age-group to ten per cent; and to provide the benefit of what has been called 'social education' to at least 30 per cent of the people within the age-group 14-40. From what I have been able to gather about the progress of the educational schemes my guess is that we are likely to be

*With acknowledgements to All India Radio. This talk was broadcast on October 14, 1953.

behind schedule. Even the meagre provision for education in the first Five-Year Plan, just about seven per cent. of the total developmental expenditure will, I guess, not have been used up within the prescribed time, if money is not just allowed to be thrown away on half-baked schemes simply because it is available.

Gaining Experience

But I feel sure that the experience gained during the first Five-Year Plan will not be lost and the pace of educational development will be considerably accelerated in the succeeding plans. More liberal provision will probably be made for education and it will be more fruitfully used. The setting up of the full machinery of national education—involving the provision of basic education for all the boys and girls of the age-group 6-14, of secondary education for 20 per cent of those coming out of the first stage, of university education for ten per cent of these passing out of high schools and of technical education to meet in some measure the needs of an expanding national economy, the training of nearly two and three quarter million teachers for the Basic and Secondary Schools—should easily take another 25 years, given steady effort and a steady flow of resources over that period. But when set up it will be a gigantic system of education—one of the biggest anywhere in the world. But size is not a moral quality, bigness is not always goodness, nor greatness. The more important thing is what we would do with that gigantic machine, what purposes would it serve.

Aims of the Future

This brings us to the more difficult guess as to the future development of the aims and objectives, content and methods of Indian education, to the

future of the proposals and schemes for educational reconstruction and reform. There is a bewildering variety of such proposals. They are usually random non-scientific expressions of the views and wishes of well-meaning people in all walks of national life, for who ever hesitated to expatiate on the most vital of educational issues without the least consideration of his right to do so? Any field of non-scientific guess is the dilettante's paradise. Most of our educational thinking is done in the unchartered freedom of such a paradise. I venture to hope, however, that this wayward freedom will be deliberately restricted and our schemes of educational reform and reconstruction will get related to a clear understanding of the educational process which alone can provide a scientific foundation for them.

What, then, is the nature of this educational process? How is education, in the sense of the development and culture of the mind, possible? This process of mental culture or real education shows a striking resemblance to the process of the growth and development of the human body. As the body, from its embryonic beginnings, grows and develops to its full stature by means of suitable assimilate food, movement and exercise in accordance with physical and chemical laws, so does the mind grow and develop from its original dispositions to its full evolutionary cultivation by means of mental food and mental exercise according to the laws of mental growth. This mental food is supplied to the mind by the cultural goods of the society in which the mind is placed; its sciences, its arts, its technique, its religion, its customs, its moral and legal codes, its social forms, its institutions, its personalities. These material and immate-

rial goods of culture are all of them the product of the mental effort of some individual or group. They are products or images signifying the meaning their originators sought to embody in them. They are objectifications of the human mind with a significance, objective external facts with a meaning. In this objective form they carry the impress and portray the structure, vaguely, perhaps, at times, but definitely and distinctly at others, of the mind which formed them. The quality of the thought and feeling, of the desire and accomplishment of their creators has become latent in them. They are, so to say, the store-house of their mental energy.

Now, these cultural goods are the only means of setting the educational process into motion, they are the only food for the cultivation of the human mind. Surrounded by treasures of culture, which society has placed at its disposal, the growing mind, unconsciously at first, more and more consciously later, takes hold of the cultural goods and uses them for its gradual development. When these goods of culture are so used they become educative goods: cultivated minds had produced them, they now cultivate other minds.

Individuality

But, and that is important to remember, every mind cannot make use of the same cultural goods for its cultivation. What, then, are the goods on which a certain mind can thrive and grow to its full development? This brings us face to face with human individuality. Every man has his own specific way of reacting to the world of men and things. We trace this to the peculiar configuration of his physical and psychical functional dispositions and call this specific mode of reaction, which ex-

presses itself in feeling, willing and acting as well as in perceiving and thinking, his native individuality. On the basis of this original individuality, hardly susceptible to any considerable change, is built up with the help of objective culture a more developed individuality, a life-form. Significant and fruitful attempts have been made to classify individualities. I don't propose to detail them here. The important truth to be kept in view in organising education is that the cultivation of the individual mind is possible only by means of cultural goods whose mental structure wholly, or at least partially, corresponds to its own mental relief. The specific mental constitution of the educand determines his original indigenous circle of interests. These interests are directed towards goods of culture which are products of similar mental constitutions; objectifications of similar interests. I feel sure in my mind that this basic axiom of the educational process, the axiom of congruence between the individual mind and the mental structure of the cultural goods used for its cultivation will be the guiding principle of our future educational development.

Gandhiji's Ideas

Gandhiji, with the intuitive grasp of reality, characteristic of a genius, made this an integral part of our education by his insistence on hand-work as the medium of instruction of boys and girls up to the age of 14. I wonder if he realised that by doing so he made Indian education conscious of a fundamental truth which it could ignore only at its own peril. He did not work out his idea theoretically, but he has made an invaluable contribution to our educational thinking, a contribution which will, I trust, bear fruit at all stages of our educational planning. He made

this contribution by making us see that the dominant psychical characteristic of this early age-period is practical activity. Habit and inertia prevented us from seeing the obvious. One could see as one ran that the young human beings during this age-period are pre-eminently practical and active in their attitude and disposition. They think, as it were, with their hands and learn by doing. They seem to recapitulate in a way the whole history of the human race whose intellectual work has grown out of the manual.

The future Indian School will not perpetrate the stupid tyranny of requiring its boys and girls bursting with active energy to sit silent and sombre, brooding over books, and swallow irrelevant, unwanted, unassimilated information, getting passively educated by other's grace. The prevalence of a certain peculiarity, namely, urge for practical activity, makes this stage comparatively easy for the organiser of education and a fairly uniform type of school based on hand-work can serve the needs of the vast majority of children.

Diversified System

Then during the period following basic education, when the differentiations of mental structure become noticeable, the axiom of congruence between the subjective and the objective mind will express itself in our future educational set-up in the form of a diversified system of Secondary Schools or Colleges adequate to the needs of development of the chief types of mental make-up—in theoretical schools of the literary type, theoretical schools of the mathematical scientific type, art schools, agricultural and commercial schools and teachers' academies. This diversified system will, however, keep constantly

in view the fact that howsoever carefully and scientifically we diversify our secondary education none of these schools can hope to be accurately adapted to the specific needs of all individual pupils in an equal measure. Innumerable variations are possible within the same type. They will, therefore, see to it that the whole time of the pupil is not claimed by the prescribed work of the school and that opportunities are given and facilities provided for the pupils to apply themselves to aspects of culture not quite adequately represented in the required school programme.

The apparent limitation which these Basic Schools, and diversified Secondary Schools will appear to impose on the demand of what is loosely termed 'general culture' by our so-called cultured people will be a distinct gain. This 'general culture' will not in the future educational system of the country enjoy the false prestige which is enjoyed by it today and information will not be mistaken for education. The realisation will become common that the school is a place of educating the mind and not of amassing ill-digested information. Even in the field of higher education it will be at points of what may be called 'concentrated application' that the real opportunities of insight and revelation and cultural growth will be available for each individual.

Fruitfully engaged on a limited field, the mind begins to cast its net wider and draws nourishment from the adjoining cultural regions. The introduction to these fresh fields is best secured when the student's absorbing interest in his work or study brings him face to face with problems where knowledge of other fields of culture is helpful.

That is the way to general education and not an indiscriminate agglomeration of cultural goods with equal emphasis on all. Our educational institutions of the future will have nothing to do with the inflated valuation of information nor with the naive over-estimation of an impossible 'general culture' which characterise our present educational tradition. These institutions will create conditions that will make the mind grapple with the cultural goods which correspond to its mental make-up, work on them, assimilate them, reconstruct them, change them, improve them, live the values inherent in them and create similar values. They will make the mind work and work earnestly. For they will subscribe to the belief that by trifling with things or trifling with ideas or trifling with words, by just mechanical work or just mechanical memorising the mind does not get educated. It gets its culture when it is gripped by the culture values embodied in the appropriate goods of culture, when it grasps them, understands them, reconstitutes them, creates them.

Educationally Productive Work

This idea of educationally productive work as the principal means of education will run through our future educational system from the Basic School to the University. Educationally productive work, I may point out, is essentially the work of the mind, be it accompanied by manual activity or not. It can be manual work, it can be mental work. There is a good deal of work both manual and mental which is not educationally productive. Educationally productive work is all activity, manual or mental, which initiates new ideas and makes possible new combination of ideas. It is purposeful activity and tends to lead

on from purpose to purpose. These purposes which grip, as it were, one's whole being make it necessary to acquire a good deal of traditional passive knowledge and a good deal of mechanical skill. These too, therefore, will have a place in education in order to reinforce productive mental work.

Education and Service of Society

Besides this it will have to be reinforced in another way and this leads us to the third important ingredient in the Indian education of the future. The purpose of getting to and realising or expressing newer and newer ideas or combination of ideas, of intellectual development and mental growth, is essentially an egoistic one. It is work on and for one self. That is its danger to education as a social force. Persons engaged in such productive mental work can easily grow into partial, socially indifferent or useless men. Productive mental work in art or science or technique should, therefore, be placed in the service of society, if the artist or the scientist or the technician are to grow into full and not partial men. If productive work of the kind I have characterised as the chief means of education is essential for mental development and growth, its close association with the service of others is essential for man's moral and social growth. Productive mental work can give an end and a purpose to the individual; harnessing it to social ends gives to the individual a social meaning and significance.

All our educational institutions will be communities of work. At these educational institutions, which shall no longer be places of passive receptivity but of active experience, the pupils will have facilities to experiment, to discover, to work, to live, where work will

fashion character and living will shape lives and like all healthy work and like all good life they will grow into homes of cooperative communities engaged in elevating cooperative endeavour, with active efficient members exercising initiative and accepting responsibility, through an inner urge for self-discipline, self-realisation and mutual helpfulness. The true value of knowledge comes out only when it functions. In the words of an English educationist "knowledge is idle in a community if it becomes the private possession of an esoteric coterie. Knowledge has redeeming and life-giving power only when it continually re-enters the life and work of the community." Our educational institutions will all aspire to be temples of such redeeming knowledge and communities of such worthwhile living.

Conclusion

This may sound to some like a dream, to others like a much too ambitious

programme. I consider it to be the faithful delineation of our educational edifice of the not very distant future, for it implies the coming to fruition of ideas which are already at work and which are sure to result in transforming our educational system from a random growth to a consistent whole, in the transformation of our educational institutions from places of intellectual, theoretical one-sidedness into those of practical human many-sidedness, from places of passive receptivity into those of active spontaneity, from places of incoherent knowledge to those of thorough mental discipline, from places of amassing information to those of living and experiencing the values inherent in goods of culture, from places of individual self-seeking to those of co-operative social endeavour.

And even if I am dreaming, won't you like my dream to come true?

Zakir Husain

LEARNING ENGLISH IN THAILAND

IN many countries, children learning English as a foreign language often use textbooks and readers written by English people or by those whose mother tongue is English. Although applying recognized methods of teaching a foreign language, these books are by no means satisfactory, since the writers take for granted, as being understood, so many of the small, trivial details which are confusing to a child brought up in surroundings entirely different from those of an English-speaking person. Such a child speaks a language, the structure of which is far removed from that of English. His environment is different, his living conditions are different, he has different social customs and religious beliefs, his historical background is different, and he thinks in a different way. Therefore, he finds it very difficult to understand why such phrases must be spoken in such a way, why certain synonyms cannot be substituted for each other when they have the same meaning, why one word or phrase is used while another is not used, why a certain word must be spelt in this and not in that way.

It is my opinion that in order to understand the many local difficulties encountered both in teaching and learning English as a foreign language, one must be a native of the country, a person who knew no English for the first few years of his life, who, when he did start to learn it, had to struggle through the various difficulties of the language until he had mastered it.

Only a person who has passed through this experience himself can comprehend the difficulties encountered by a child of his own nationality who is learning to speak a foreign language and grasp what the child is thinking of when he interprets certain things in a certain way. Notwithstanding the theories put forward by various eminent specialists of modern languages, it is my firm opinion that the series of books on this subject will not be complete until consideration has been given to the complete cycle of effective development of the indigenous child's mind.

Let me speak as a Thai national, coming from a typical provincial town in Thailand, born in a village far from modern civilization, but eager to learn English, dreaming from childhood of strange lands where lived those funny white-faced people (of whom we sometimes heard) with blonde hair, who spoke in a strange tongue and had strange customs....I had never met any of these people. Why should I, when even my provincial teacher had never seen one of them, and our severe, grim-looking headmaster, most learned of the village people, did not know them? One day, my curiosity getting the better of me, I asked my master, and he in turn asked the headmaster, what was the name of the capital city of these strange white people who spoke the foreign language we now had to learn in all secondary schools, even in the remotest village, but neither of them could give me an answer. Such were the conditions in

Thailand when I started to learn English 40 years ago. Of what use to us then were the direct method theories? My teacher did not speak English, he only read and translated words from the blackboard, together with their meanings, so that we could learn them by heart. At the next English lesson we had to tell him what were the meanings of the various words. As to writing, the teacher would avoid it very carefully so that, during my childhood, I did not have much chance of writing anything other than translations of sentences from English into Thai or Thai into English, usually from books. There was no question of free translations being made. Even when translating from books, an English-Thai dictionary had to be used. When we encountered a peculiar word or grammatical construction, we had to use it as instructed by our teacher. If we asked why it should be used in that way, we were told that that was the strange English way of saying it.

As for the meaning of words, there was no distinction in our minds between apples, pears, peaches, cherries, grapes, strawberries or raspberries, however large or small, whatever their colour, whether grown on vines or on trees. All we knew was that they were "a kind of fruit"; the teacher said so. We had never seen them, and neither had the teacher. They were English fruits which could not be grown in a hot country like Thailand. They were strange fruits which puzzled our minds and our imaginations.

Similarly with trees, flowers, animals, insects, etc., while learning English at school, I had stored away in my mind many strange names for each

of them, but they were all the same to me—a kind of tree, a kind of flower, a kind of animal, etc. which the English people had but we did not have. At last I grew impatient, and one day I asked my teacher what were the English names for some of our local fruits, flowers, trees and foodstuffs. Of course, he could not tell me, and he looked somewhat surprised that I should ask such a silly question. Was I becoming insubordinate? Such things did not exist in English books, nor in English. Then I argued: "Suppose one of these days I meet an Englishman. I will take him round to see things. I will show him the fruits we have (Noi-na, Lam-yai, Chompoo, Mafuang, etc.) and ask him to taste some of them. But what shall I call them?" "Oh, curious child, what else would they be for these Europeans but a kind of fruit?"

I would therefore repudiate a list of basic words if it contained 'bread', 'apple', etc. instead of words appropriate to the food grown in the country where English was being taught. I consider that such a list should contain words which have a real meaning for the child because he sees and uses the articles described in his everyday life.

When it comes to English spelling and pronunciation, we people of Thailand find that the words are never pronounced the way they are spelt. It is of no use to learn any rules, but only exceptions. Then comes a new invention: the international phonetic script. This is a device whereby we can see how the various peculiar English words are pronounced; but then we are introduced to new signs and symbols. This, again, is like learning a new language. Is not English difficult enough that we must now read

a new language? Even this phonetic system is not a satisfactory solution to our problem. Whatever signs and symbols are invented for us, we do not pronounce them in that way since our own language is so different. We don't sound the endings of our words as do the English, we do not twist and roll our tongue to sound an 'l', or an 'r', we do not make sounds through our teeth like 'th', we do not have hissing sounds like 's' and 'ss'. These are only English idiosyncracies to make things harder than they look. After a certain time, we go back to the ordinary English spelling, but what is the point when words are not all spelt in the same way? Our eyes see different words on paper, but our minds cannot identify them as being the same. We have to learn ever again the quaint spelling and irregular pronunciation. Words are not written the way they are pronounced, as is done in the international phonetic script. What is the use of struggling to learn all these quaint symbols if they are not going to be used? Also, there are exceptions and unusual things in the international phonetic script itself.

Then there are the various ways of expressing oneself. The Thai and English languages are fundamentally different, having absolutely nothing in common. Why should they? When all is said and done, the English and Thai peoples had never met until recently. They are not descended from a common stock with ancestors common to both races. While the original Thai people were still living in the valley of the Yallow River, in brick buildings, and with a fairly advanced civilization, the British were living in prehistoric time; Britons still wore leaves and animal skins and dwelt in the forests. The two peoples lived in

worlds far apart, each developing their own language to suit their different needs without ever having the opportunity to discuss what they should say for certain things, or how they should express certain feelings or ideas. Therefore, a Thai student starting to learn English would say: "I speak English snake snake fish fish". This does not mean anything to an Englishman, but it means everything to the Thai student. When a person knows only a few odd words of a language, such as snake or fish, and has to use the same words all the time because he knows no other, it is obvious to a Thai mind that he really knows very little of that language. On the other hand, when he knows so much of the language that the words flow from his mouth without hesitation, like water flowing from a spout, he will say: "I speak English like water". He understands this clearly, although it will not be understood by an Englishman.

Thai ways, sentiments, feelings and understanding are not the same as those of English people, and an Englishman must not be led astray by thinking that whatever he says is simple, straightforward and therefore easily understood by a Thai. For instance, look at these phrases which are perfectly obvious and clear to a Thai:

I have ox two body

He woman have son ox two body

Why should one say: "I have two oxen"; "she has two young oxen" etc.? Why should the language be made more difficult by using "has" on one occasion and "have" on another? Why should the words be changed to plural when singular can mean the same object? Why should one use a new word "she" when one can say "a female

he" or "he woman"? Why should one say "young oxen" when they are really "sons or daughters of oxen", and so on?

There are instances when a Thai would say "yes" and an Englishman "no", and yet both expressions have the same meaning. Here are some typical comparisons:

Englishman

Q. Have you never been to England?

A. No. (I have never been).

Thai

Q. Have you never been to England?

A. Yes. (The fact that I have never been there is 'yes' in this case).

Englishman

Q. Good morning, John, how are you?

Thai

Q. May you be well, where have you been?

In the opinion of a Thai, it is ridiculous or even hypocritical to say "good morning" when it may actually be cloudy and cold and, therefore, a "bad morning".

The English are great inventors; they make grammatical rules and then start to evade them by making exceptions and creating more and more language difficulties. The Thai language, on the other hand, has no tenses, no feminine nouns, no comparative and superlative adjectives and adverbs, no plurals, etc. It is quite straightforward. English grammar is perhaps one of the most difficult in the world to learn, owing to the number of tenses and irregular verbs. Compare these expressions:

English

He goes to school.

Thai

He go school.

English

He is going to school.

Thai

He active go school.

English

He went to school yesterday.

Thai

He go to school yesterday.

English

He has already been to school this morning.

Thai

He go school already morning this.

English

He went to school.

Thai

He go school finished.

English

He did not go to school.

Thai

He no go school finished.

As far as Thailand is concerned, I do not know of a single book which has been written by any of the eminent exponents of a number of accepted methods of teaching English which would be perfectly satisfactory and thoroughly understood by the pupils. English is made infinitely more difficult owing to the fact that the books are written about things which the indigenous child has never seen or heard of during the whole of his short life.

Attractive illustrations are not the special need of an English reader for a foreign country; the contents of the book are much more important. A

Thai child starts to learn English at the age of 11 plus, by which time his mind is fully developed. He is a big boy or a small man—no longer a child. He has a thirst for true stories, for adventure, for culture, for his own social inheritance—something which is no longer childish, but which will fill his mind with ambitions, aspirations, adventures and heroism. He is not a fool who can be easily led to believe things which are untrue, such as fairy tales, spirits, goblins that inhabit the forests, and animals that talk. English primers written for children of a lower age level are therefore not suitable for him. The books are full of childish things, simple (not to say foolish or stupid) beliefs and always contain the famous Grimm and Hans Anderson fairy-tales, or stories taken from the Arabian nights. What is more important, they contain strange words which are never used by adults and which cannot be found in ordinary dictionaries, thus making it more difficult for the average Thai teacher to understand and translate, his method being to translate everything. Instead of "Bear", the books use "Toddy Bear", "Brer Rabbit" for "rabbit", "Jumbo" for "elephant", "Nanny" for "goat", "cot" for "bed", "pup" for "dog". Then there are all the terms of endearment which an English mother uses when speaking to her baby. Such things are outside the ordinary English vocabulary. Also, children in England start to learn by using words which are orthographically and phonetically simple and not too long. So, instead of the usual word "sleep", they use "nap", and in order to keep to simple monosyllabic words they use the most extraordinary words and stories. And

a Thai boy of 11 plus has to learn this nonsense.

When writing primers for children of 11 plus, the mentality, curiosity, previous knowledge and experience, as well as the understanding of the child should be taken into account. Special books should be written for children of this age in order to make them feel that English is not so difficult, confusing or nonsensical, books which will help him to master the simple normal language form.

Various primers have been written to cope with different factors, from the phonetic and from the orthographic angle, based on the monosyllabic word-list, the nursery word-list, the first basic word-list, and so on, but none has dealt with the difficulties of grammar. English grammar and construction are extremely baffling for children whose mother tongue is Thai. So many differences and distinctions have to be accounted for. Grammar should be carefully analysed and graded, and explanations of the various points introduced step by step as those points occur in new phrases and sentences. If there is a list of basic words in English, there should be also a list of basic grammatical points.

Those who attempt to improve the teaching of English in Thailand should make a complete analysis of the Thai and English languages to see where lie the parities, similarities and discrepancies in both languages. When this has been done they will then be able to understand the mind of the child who is struggling to understand a foreign language like English. So far, no such analysis has been made.

PRIVATE SCHOOLS IN U.S.A.

ABOUT 3000 private schools are scattered all over the United States. Those situated on the East Coast are known to be the best schools. Owing to their long-established reputation, historical background (some of them are as old as the New World itself), and educational traditions, the geographical distribution of the students in these private schools indicates a good representation from states as distant as California and Florida, as well as from foreign countries like Japan, Afghanistan, Mexico, Cuba, Brazil, Puerto Rica, Canada, England and Finland.

Concept of Private Schools

The private schools of U.S.A. are private in the sense that they are outside the state-system of education and are meant exclusively for children of a narrow social group. In this respect they may be equated with the British Public Schools. They enjoy greater academic freedom and are free to initiate and follow their own educational programmes and policies under the general control of the Boards of Trustees. A good many of them are supported by various religious denominations. The public schools in U.S.A. on the other hand, are State-aided and free secular institutions, corresponding to our government schools. They follow the educational policies and programmes formulated by the State.

Private schools in America are either exclusively secular or denominational with a strong bias towards religious

orientation. In most of these schools, the Chapel plays an important role, with an emphasis on the Christian conception of a gentleman or a lady. It is interesting to note that even with the shift in emphasis from religious orientation to the training of effective leaders and intelligent citizens some of these still retain a predominantly parochial outlook. While some of them are run on progressive lines others take pride in being traditional and conservative.

Not all the private schools in America are residential. Although quite a number are exclusively boarding schools, many are only day-schools. Some are mixed institutions with a certain proportions of day-scholars. Others are country day-schools. Some boarding schools are lodged in remote rural surroundings but several of the private day-schools are situated in the heart of big cities like New York, and are easily accessible to those who can afford private school education without sending their children to distant boarding schools.

A peculiar feature of these private schools in contrast to the State-controlled schools—known as public schools—is that almost all these schools are non-coeducational. There are, however, equally well-equipped private schools for girls like Dana Hall, Concord Academy, the Girls' Section of Milton Academy, Madirea School, to mention a few.

Contrary to the popular view that American girls enjoy perfect freedom

even at the adolescent age, the institution of a chaperon for them is not unknown in the 20th century. Again, these institutions are characterized by an air of simplicity, with no lip-stick and no "make-up" worn either by staff or students.

Academic Standard and Admission

The private schools are high schools, offering a four-year course similar to that of the state high schools. They are so regulated that a boy or a girl can join any institution for study. Very few attend the full term, most of them for two, and many for only one. The main objective of these schools is to prepare adequately about 95 per cent of their students for admission to leading universities and colleges. Failure to maintain this percentage is damaging to the reputation of the schools and jeopardises their existence. Since a few select colleges and universities, notably Harvard, Yale and Princeton, require a special examination known as the "College Boards" examination for admission, these schools with their small classes and reputation of individual attention and high academic standards, have a strong appeal. Consequently, there is close liaison between private schools and leading universities. The schools' aim is thus to live up to the academic standards and requirements set by these universities. Such liaison is further strengthened by visits to the schools of Directors of Admission of leading universities and colleges. Apart from these, the annual reunions or gatherings of old students give senior boys and girls a chance to meet old students of various universities and colleges.

Since the immediate aim of these schools is to prepare their children for

admission to leading American Universities, the academic tone of the schools is decidedly high. The best talent is recruited for staff graduates and post-graduates from leading universities and colleges for which the students are prepared.

The American private schools have a special clientele to cater for. The entrants to such schools are accepted, not on merit and ability alone, but on the financial position of their parents. The sons and daughters of the "upper" class, for example, those of American Ambassadors abroad, or of foreign Ambassadors to U.S.A. largely go to such schools. Children of the intellectual elite like doctors, lawyers and professors also form the bulk of the private school-population. Many of the private schools have a reputation for aristocracy since the majority of their students carry high "social prestige". There is, however, an increasing tendency to encourage, through grants of scholarships, a few students from other classes also. But as education is expensive (annual fees are about \$2000, approximately Rs. 10,000 a year), generally children of the middle class are eliminated with the exception of one or two scholarship-winners whose names are not disclosed either to the faculty-members or to the student-community, since that is considered derogatory to the child's reputation.

Residential Facilities

The residential private schools operate under the guidance of Housemasters or Housemistresses. Each house is a separate cottage, with a separate kitchen, a separate dining-hall and living apartments. Unlike the dormitory system to which we are accustomed, the boys and girls live in

luxuriously furnished single or double rooms. The furniture consists of a wardrobe, a dressing table, a cosy bed, a writing table, a table-lamp and rich carpets. There are also heating and cooling arrangements to suit vagaries of climate. The majority of the students have their own radio and television sets.

Most American parents are reluctant to send their children to school until they feel it is quite necessary. When they take a decision, the first thing they make sure of is that the living conditions resemble those at the home. Consequently, private schools in America adjust themselves to these requirements. There is close liaison between home and school. Annual occasions like Fathers' Day and Mothers' Day give the parents an opportunity to see if conditions in schools correspond to those at home.

In Deerfield Academy there are 34 luxuriously furnished houses with 34 Housemasters for over 400 boys whereas in Dana Hall there are 14 houses with 14 Housemistresses for approximately 250 girls. The number of children in each house does not exceed 20. Instead of entering one particular house and remaining there for four or five years, gradually assuming more and more responsibility until he finally becomes a prefect, a boy in an American private school stays with his age-group, moving from dormitory to dormitory. Thus, a boy entering at 15 is kept with his contemporaries. Added to the advantage of small classes these constitute the main attractions of private schools.

In order that the children under the care of the Housemasters or Housemistresses should receive adequate attention, the latter are allotted a few

periods of teaching work. In some schools, they have absolutely nothing to do with the academic side. They are like counsellors to their children and are exclusively responsible for their social, emotional and moral development. They specially look after the development of social graces, co-operative living, social adjustment and vocational and psychological problems of the students.

There is no abnormal spirit of competition among the houses, the emphasis being on cooperative relations between them with an evidence of healthy rivalry. Active personal contacts among the Housemasters or Housemistresses, students, the staff and the Heads of these institutions are an added attraction. Teachers and students mix freely.

Election of Proctors

The prefectorial system is the backbone of the houses in these schools. The proctors, as they are called, are either elected by the entire school-population or nominated on the recommendation of the staff, on the basis of previous records of their contributions and leadership qualities.

The election of the Head Boy or Head Girl is as dramatic an event in the school life as the presidential election in the national life of the Americans. In fact, some of the school authorities deliberately synchronise the school elections with that of the presidential election. The nominated candidates make use of the usual election techniques like canvassing, slogans, posters, rallies and campaign speeches, etc.

Training in Democracy

In addition to this practical training in democratic citizenship, children in

private schools (during the election campaign) are acquainted with principles of democracy through a comprehensive programme like panel-discussions and mock elections in the schools. All students are encouraged to participate in mock elections. Ballots used are similar to those used in state elections. The booths are temporarily put up in schools. Other manifestations of self-government are the organisations like Students' Council, Student Government Body, Students' Courts and various other associations. In Milton Academy, Students' Council formulates general policies of the school, while the Dana Hall Student Activity Association chalks out the school calendar for the autumn term. In many schools, visitors are introduced to the audience by the girls and boys. They arrange visits through correspondence entirely conducted by the children themselves.

Children also run their weeklies and monthlies. The weekly Press conferences with the Heads of these schools and the members of the staff are organised by the students. The proctors help the newcomer to adjust himself to the school environment through frequent interviews, conferences, group discussions, etc.

Modern methods of teaching have been introduced into these schools. As the maximum number of children in a class does not exceed 15, classes take the shape of group discussions. There is no cumbersome and traditional furniture. Instead, the subject rooms are furnished with round tables, which promote an atmosphere of freedom. Books relating to specific subjects are easily accessible to the children. Children organise themselves in a syndicate, write papers on particular topics and

review books. There is a frequent consultation of reference books and encyclopaedia by the students even in the subject rooms. Papers are read out and discussed by the group under the guidance of the teacher concerned. In this particular field, our schools have much to learn from the American technique and method of teaching.

Extra-Curricular Activities

Since extra-curricular activities play an important role in the development of qualities of leadership in the children, the organisation and working of clubs assume great importance. Some of the popular clubs organise music concerts, dramas, ballets, horse riding, boxing, riflery, wrestling, photography, archery, fencing and swimming. In a philatelic club the children once arranged a discussion on an Indian stamp, bearing the portrait of Mahatma Gandhi. It was a group project; one member wrote a paper on Gandhiji's life, another on Indian currency and a third on the geographical aspect of India. Baseball, basketball, football, hockey, tennis, squash and golf are very popular games.

As compared with Indian equivalents, these schools are luxuriously furnished. Most of the buildings occupy a large area and are situated in remote and idyllic surroundings. Even the older buildings are renovated and equipped with modern amenities. Many of the buildings are fire-proof. In Deerfield Academy, the auditorium is far superior to some of the theatres and cinema halls of U.S.A. The libraries are cosy places with thick-piled carpets and attractively arranged books. In Deerfield Academy, there are 30 tennis courts, 50 pianos, extensive golf-links, ten squash courts,

innumerable workshops, adequately equipped laboratories, etc. In Madeira School, there are 75 horses and two swimming pools. In spite of all the luxurious equipment there is little domestic help given to the residents. Sweeping, dusting, waiting at tables, mowing lawns, clearing of the autumn leaves, dish-washing, are all done by the boys, girls and the staff. To be an effective citizen, a boy or a girl is expected to do 50 odd menial jobs in such schools.

Are 'Private Schools Compatible with Democracy?

Assessing these schools against their cultural and historical backgrounds, they seem to be anomalous survivals. They are not in accord with the American concept of democracy. Whatever its other defects, the American educational system is genuinely democratic. A good number who can well afford private schools, prefer the local high schools where all classes of society are represented. The concept of equality of opportunity, basically related to American democracy, involves mass education and this concept finds its realization in the public schools of America where the vast majority of children go to the same elementary and secondary schools.

The private schools in U.S.A. are, however, not instruments of privilege. They confer no class distinction and give the private schools products no advantage save the qualities of the school which they inherit. They do not divide children into a managerial

minority taught to rule and a majority equipped to serve. Moreover, they do not get entangled with politics or get preferential treatment at the time of selection for jobs of public importance.

Again, a characteristically American trait that strikes a visitor from abroad is that the average American citizen likes to conform to the middle-class pattern. Any deviation from that norm is considered not merely an abnormality, but undesirable from the democratic point of view. Since private school education is a deviation from the middle-class educational pattern, such an education is looked upon with suspicion and scepticism.

Two questions naturally arise: (a) Should the number and scope of the private schools be increased? (b) Should tax-money directly or indirectly assist them? The answer to both questions is "No". Instead of more private schools the average American urges the need for more and better public schools.

It is difficult to sum up the attitude of the American public in words better than those of Dr. J. B. Conant* (formerly President of Harvard University and now serving as High Commissioner in West Germany):

"The greater the proportion of our youths who fail to attend our public schools and who receive their education elsewhere, the greater the threat to our democratic unity. To use taxpayer's money to assist private schools is to suggest that American Society uses its own hand to destroy itself".

S. Bhalla

* Education and Liberty. The Role of School in a Modern Democracy by James Byrant Conant. Quoted from the New York Times Book Review dated February 15, 1953, Section 7, page 3.

THE INDUS VALLEY

ANCIENT times are generally associated with lack of education and obscurantism. Yet this notion is in many instances incorrect. Just the opposite is proved by the constitution of the four *asramas* in ancient India, when they placed the young *brahmacarin* under a strict discipline of training in order to acquire wisdom from the beginning of his life. How well educated were the people of the Indus Valley in more ancient times may be seen from a few references to what we know of their achievements through studying their archaeological remains and deciphering their inscriptions.

The numerous inscriptions engraved upon seals, amulets, utensils and potsherds are the first evidence of the literacy of those people. Not only did they know how to read and write, but we even may, perhaps, affirm that they invented that clever system of writing. Prof. Stephen Langdon, of Oxford, affirms that the first script of man was pictographic to a very great extent (1). Now, in the Indus Valley script we have a very primitive pictographic script, since we possess a series of developed signs out of the primitive ones, which still exist in the script (2). We are, therefore, dealing with the earliest stages of the art of writing. Those people were the authors of that system of writing which afterwards developed in Sumer, Egypt and the Mediterranean.



*Specimens of the script
used in the Indus Valley*



From the study of these inscriptions we now find that the principle of wisdom which identifies the latter with the Creator was clearly professed by the people of the Indus Valley. One of the names given to God in the inscriptions is *Vidukan* (3) which means, "the one whose eyes are always opened"; the eyes being for us a source of knowledge, this expression is equivalent to saying, "One whose knowledge knows no limits". Equated with this name is another describing this *gunc* of knowledge more vividly. God is also said to be *Min Kan* (4), "One who has fish eyes". For fishes, having no eye-lids, cannot shut their eyes (5).

1. Langdon, Pictographic Inscriptions from Jemdet Nasr, p. IV.
2. Heras, "Studies in Proto-Indo-Mediterranean Culture," I, pp. 101, 256-257, 260, etc.
3. Heras, "The Religion of the Mohenjo-Daro People according to the Inscriptions", Journal of the University of Bombay, V, p. 6
4. Ibid., pp. 11-12.
5. Once Yudhistira while in the forest heard a voice asking him : "Who sleepeth with open eyes". He at once replied "A fish doth sleep with open eyes" Mahabharata, Aranyaka Parva, 17349 17350.

This wisdom of God was for the Indus Valley people the supreme standard of knowledge and perfection, for an inscription, on a man who had died and was wished eternal happiness in the other world, brings out the fact that this man had "fish eyes" as the reason, why such happiness is expected.

Van ter or min kan val

which means: "Let the one who has fish-eyes on reaching the sky (i.e. dying) be happy" (1). The possession of Fish-eyes is therefore a mystical expression to standardize the knowledge of man. Man may finally acquire God's wisdom (2).

This is the proto-Indian foundation of all those Upanisadic statements concerning the excellence of knowledge, that it is better than sacrifices (3); that it frees the soul from evil (4); that it leads to immortality (5); that it procures the fulfilment of all desires (6); that it frees man from all fetters (7). The Budha often said the same in a negative way, viz., that all the miseries of man come from lack of knowledge (8).

There were, therefore, in the cities of the Indus Valley people fully equipped with knowledge and wisdom. They were called *kalteri*, "sages", in the inscriptions and are said to have lived in caves (9). This is only natural. The acquisition of wisdom leads man to the solitude of the forest, to the recesses of caves, where one may freely indulge

in meditation and contemplation, the supreme function of man's soul for the acquisition of wisdom.

Besides ascetical knowledge which the possession of fish eyes clearly manifests, we have clear evidence of the development of two branches of human knowledge: astronomy and psychology.

Astronomy

Their knowledge of astronomy was rather advanced. They knew of the annual course of El, the Sun, through a band of constellations, the Zodiac, which they called *elvali*, "the path of the Sun". In this *elvali* they grouped the stars in such a way as to have eight constellations which were styled after objects more or less figured in those groups: *Edu*, the Ram; *Yal*, the Harp; *Nand*, the Crab; *Tuk*, the Scale; *Ama*, the Mother; *Kany*, the Arrow; *Kudal*, the Water-Jar, and *Min*, the Fish (10). These constellations which were called "Houses of the Sun", corresponded to the eight months of the year; accordingly each month had about 45 days. The beginning of the year was in the beginning of *Edu*, the Ram. Consequently a new year was a new *Edu*, this word becoming synonymous for year. *Edu*, the Ram, was then in the winter solstice when the Sun went so fast through this House, as to be said "to fly" over it (11), an expression which is not so strange in Indian scriptures for the Sun is called a "bird" in the *Rig-veda* (12). In winter, the time when the

1. Heras, op. cit, p. 29
2. Cf. Heras, Min Kan, The Mystical Meaning of Possessing Fish-Eyes, (Bombay, Hind Kitabs 1947)
3. Brhadaranyaka Upanisad, III, 8, 9-12
4. Ibid, IV, 4, 22-23.
5. Chandoya Upanisad, VIII, 6, 5-6.
6. Taittiriya Upanisad, III, 9, 5.
7. Naitri Upanisad, VI, 34.
8. Digha Nikaya, II, Mahanidana, Suttanta, pp-55-58, Sanyutta Nikaya, II, 12, 10.
9. Marshal, Mohenjo Daro and the Indus Civilization, III, Seal No. 21
10. Cf. Heras, Studies in Proto-Indo-Mediterranean Culture, I, pp. 176-179
11. Ibid, pp-230-232
12. Rg., X, I, 55, 6; 105, 2 and Passim.

Sun is over the zenith is much shorter. On the other hand when El entered the constellation of *Ama*, the Mother, the Sun was said to walk "like an ant" (1), for it went very slowly through this house, as the sunny period of the day in the month of July, corresponding to this constellation, was much longer.

In order to observe all these movements of the Sun over the stars during the day, the Mohenjo-Darians had a kind of astronomical observatory, which they called *taltalil*, "a very bright house", for they could from within it, see the brightness of the stars. In this house they had two long tubes passing through the wall, the room otherwise having no other openings. It was the principle of the telescope, a principle which they had undoubtedly learnt at the time of the construction of the many wells that are still in Mohenjo-Daro. From the bottom of the shafts of these wells they could observe the stars in the middle of the day. This principle of optics was cleverly applied by them to the observation of the stars.

Psychology

One of the signs of the Indus Valley script, which has its equal among the Egyptian hieroglyphs, has apparently a pictographic meaning which reveals their interest in psychology. The sign is as follows:



It means "to think" and reads *en*, in the Proto-Dravidian language of those

people. The sign seems to be a section of a vessel into which a rod is introduced. Such is a thought, as a matter of fact. Our intellect is like a vessel which has the mysterious capacity of eliciting ideas, but not without the co-operation of impressions from the outside world, through our bodily senses. Thus both our intellect, *manas*, and our body, *sarira*, concur in the production of a thought, but not in the same way: *manas* is the real cause of the thought; the sense impressions are only required to tickle *manas*, so to say, and to precipitate the production of the thought. This psychological genesis of a thought seems to have been graphically depicted in this sign, which has otherwise no connection at all with thinking. Naturally, the vessel is the important thing in the sign; without the vessel the contents held there could not be gathered together. The rod is only the instrument for stirring these contents, *buddhi*. It is thus that the thought is finally produced.

The manifestation of these two kinds of scientific study among the people of the Indus Valley; one of research into the inner self, the other of investigation of the movements of the celestial bodies and their application to everyday life for reckoning time, reveals a very high standard of education among the Mohenjo-Darians. Further research in this civilization may doubtless disclose new developments among them in the field of education, developments which have placed the Proto-Indian Nation amongst the great cultural nations of the ancient world (2).

H. Heras, S.J.

1. Heras, op. cit., pp. 243-244.

2. For the study of the Proto-Indian Civilisation. Cf. Heras, *Studies in Proto-Indo-Mediterranean Culture*, Vol. I, recently published.

ROUNDUP OF ACTIVITIES

MINISTRY OF EDUCATION

FIVE-YEAR PLAN OF EDUCATIONAL DEVELOPMENT

Scheme to Relieve Educated Un-employment

An emergency scheme to relieve educated unemployment has been launched by the Ministry. The scheme envisages the employment of 80,000 teachers in rural areas and the opening of 80,000 Social Education centres in urban areas during 1954-55. State Governments were requested to forward their proposals in this behalf; so far 19 States have responded. Out of these sanctions have been issued to meet the Centre's expenditure on the scheme in the following cases:

Name of State	Amount sanctioned
	Rs.
Manipur	22,000
Vindhya Pradesh	91,000
Pepsu	2,02,275
Bihar	11,58,334
Saurashtra	1,05,401
Punjab	5,57,375
Rajasthan	3,72,010
Bhopal	71,500

Further details of some of the schemes in the Five-Year Plan which have been mentioned in previous issues are given below:—

Grants for Research Projects in Secondary Education

Under this scheme educational research and experimental work will be taken up in the field of secondary education in suitably staffed and well-equipped teacher-training institutions. The intention behind the scheme is also to develop and encourage a spirit of research among the teachers of training colleges.

The Ministry proposes to meet the cost of each approved scheme and for this purpose a sum of Rs. 2 lakh has been earmarked.

The financial grant from the Central Government to various cooperating agencies will provide for equipment and apparatus needed for the project undertaken, for research fellowships and for the printing of materials as well as miscellaneous expenses to be incurred on essential touring. The contribution of the participating universities, institutes or other agencies is expected to be in the form of utilising their existing resources in personnel and equipment for organising and undertaking these investigations and making the results available in reports, brochures, etc. The Central Government may at a later stage consolidate the findings and make them available for use in all the States and universities in the country.

Production of Suitable Literature for Children and Adults

Under this Scheme the Ministry will take the initiative in the production of suitable books both for children and adults; at the same time the State Governments will be encouraged to produce suitable literature on their own.

The Ministry's proposals are:

- Reproduction in regional languages of pamphlets in Hindi on Social Education already published by the Idara-Tamil-O-Tarraqi, Jamia Millia Islamia, Delhi under a scheme sponsored by the Ministry in 1949-50. The Central Government will meet 50 per cent of the cost of publications distributed free of cost and 25 per cent of priced publications. The total cost of the scheme for the Plan period has been estimated at Rs. 2 lakh.
- In connection with Childrens' Literature, the Ministry proposes to sponsor the production of a series of 100 books (25 to be published during the current year) in co-operation with the Maktaba Jamia.

The Maktaba will be given the necessary financial assistance for the purpose. The State Governments and selected booksellers will be requested to purchase a certain number of copies of each book at cost price.

- (c) Preparation and publication in Hindi of the following three books:

- (i) History of India,
- (ii) History of the World and
- (iii) Story of life.

These books will cater to the needs of persons who have received education up to school standard and are interested in further study.

- (d) The setting up of a social education library at the Centre by translating into Hindi representative social education material available in the regional languages.
- (e) A scheme of encouraging popular literature in the country by means of prizes to authors, subsidies to publishers and mass purchase of copies for distribution in the Community Project Areas is being worked out in cooperation with the Community Projects Administration.

Promotion of Inter -State Understanding

Under this Scheme, the Ministry have under consideration the following two activities:

- (a) exchange of students and teachers between States on the basis of reciprocal hospitality, and
- (b) publication of pamphlets.

Under (a), a scheme has been prepared and forwarded to the States for their consideration. The scheme envisages a visit to Delhi by parties of students each with a teacher in charge, from all States, during vacations in 1954-55. The Delhi State Government have been invited to arrange for the hospitable reception of, and accommodation for the parties. Activities will take the form of visits to places of historic interest, meetings with the President, Prime Minister if possible, and also entertainment programmes by the parties themselves. It is proposed that 50 per cent of the rail fare of the parties will be met by the Central Government.

Under (b), pamphlets will be designed to promote mutual understanding and appreciation among the peoples of different States

and to counteract the rising tendency of provincialism. Each pamphlet will deal with one or more major States and bring out its physical attractions, its social, economic and cultural achievements and its contribution to the total cultural and political pattern of the country as a whole. These pamphlets will be published by the Publications Division of the Central Ministry of Information and Broadcasting. During 1953-54, four such pamphlets are proposed to be brought out, to be followed by five each in the two following years. The pamphlets will be made available to States for distribution to their educational institutions.

Bureau of Textbook Research

In accordance with the recommendations made by the Central Advisory Board of Education on several occasions since 1943; and by the Planning Commission, it is proposed to establish a Central Bureau of Textbook Research. This Bureau will have the following functions:

- (1) to make a critical survey of current textbook literature;
- (2) to promote sound educational criteria and guiding principles for writing textbooks;
- (3) to prepare a comprehensive scheme of score cards, rating scales and check lists for appraising textbooks;
- (4) to make a beginning with the preparation of model textbooks. In the first instance, research at the Bureau will concern itself with different subjects of the school stage only.

The findings of the Bureau will be published by the Government of India and made available to the State Governments, institutions and other agencies interested in the production of textbooks.

Educational and Vocational Guidance Bureau

Under this Scheme, the Ministry have under consideration a proposal to set up a Central Educational and Vocational Guidance Bureau at the Centre and a Bureau in each of the States willing to participate. In some States valuable work in this connection is already being done.

Scheme for Extensive Educational Development in Selected Areas

Proposals from the Governments of West Bengal and Madras were approved in full and necessary funds were placed at the disposal of the State Governments.

Proposals for some of the sub-schemes under this scheme from the States of Bilaspur, Kutch, A. & N. Islands and Tripura were

also approved and the required funds placed at the disposal of the States concerned.

Scheme of Grants to State Governments and Voluntary Bodies

Proposals under this Scheme from the Government of West Bengal were approved in full and the required funds placed at the disposal of the State Government.

Proposals for some of the sub-schemes from the Governments of Kutch and Manipur were also approved and necessary funds placed at the disposal of the State Governments concerned.

Expansion of Basic and Social Education

Replies from State Governments in regard to the Scheme for the Expansion of Basic and Social Education briefly mentioned in the September issue of 'The Education Quarterly' are being examined to ascertain the extent of the demand from all States.

Hindi Scientific Terms

Comments received from the Universities, State Governments, learned persons, important educational institutions on the provisional lists of technical terms in Hindi for Secondary Schools relating to Mathematics, Physics, Chemistry, Botany and Social Sciences are being considered. Thereafter the lists will be published in their finalised form.

Expert committees to deal with technical terminology relating to Law, Engineering, and Posts and Telegraphs are being set up.

Propagation and Development of Hindi

The number of Hindi Classes for teaching Hindi to Central Government employees who do not know Hindi has been increased from three to nine. Besides the classes run in the Central Secretariat premises, classes are conducted in certain localities like Reading Road, Gole Market and Lodi Road area where Government servants reside.

Social Education

At the first Literary Workshop, which was run at Alipur (Delhi) during August 1953, 24 trainees coming from Uttar Pradesh, the Punjab, Bihar, Himachal Pradesh and Delhi completed the training successfully and were awarded diplomas. Steps are being taken to organise three more similar workshops, one each for West, South and East India in the near future.

Secondary Education

The team of experts in Secondary Education according to a project sponsored mostly by the Government of India and by the

Ford Foundation, have completed their tour of Institutions in India and have now proceeded on their foreign tour to Denmark, the U.K. and U.S.A. They held a brief conference at New Delhi to finalise their impressions of their India tour.

Merit Scholarships in Public Schools

The Government of India have instituted a certain number of scholarships on an all-India basis (full freeships and half freeships) of the value of Rs. one lakh nearly, to be awarded during 1954 to deserving and meritorious students for study in Public Schools.

The scholarships will be available for children, excluding those already studying in public schools, between the ages of five and 12 years (on 1st January 1954). 17½ per cent of the total number of scholarships are reserved for Scheduled Castes, Scheduled Tribes and other Backward Classes.

Scholarships to Young Workers in Different Cultural Fields

The Government of India have decided to award cultural scholarships, each of the value of Rs. 250 p.m. to encourage young workers with outstanding promise in different fields of cultural activity, namely, Fine Arts, Music, Dance and Drama including films and literature, etc.

Audio-Visual Education

In pursuance of the recommendation made by the National Board of Audio-Visual Education at its first meeting held at New Delhi in May 1953, pertaining to the establishment of Film Libraries on a statewide basis, and of the advisability of stocking them with really superior films, the Ministry has decided to circulate periodically, information regarding selected films chosen from those which have been previewed and approved for purchase for the Central Film Library. The first list giving information about a dozen everyday films, several of which are children's entertainment films, have been circulated. As these films can be made available at economic rates with commentary in Hindi, provided an order for at least 20 prints of each film can be placed, the Ministry has sought to pool the requirements of all State Governments, Universities and interested organisations within the country. Similar lists of British, American and other films are to follow in due course.

Donation by the Norwegian National Commission for Cooperation with Unesco

A further consignment of 36 school radio sets has been donated to India by the Norwegian National Commission from the balance of funds available from the first

gift. The sets are to be distributed to schools and other institutions who have applied and who fulfil certain conditions.

Unesco Scholar's Visit to India

Mr. H. El. Sakka, who has been awarded a six-month Unesco fellowship under the Technical Assistance Programme for the United Nations Relief & Works Agency for Palestine Refugees (UNRWA) in the field of Fundamental Education, was in India on a two-month visit between September and November. He attended a seminar at Patna in Social Education, organised by the All-India Social Education Association.

Anthropology

Important activities of the Department during the period under review were:

A report on the Animal Remains excavated from Hastinapur by the Department of Archaeology and entrusted to this Department for their preservation and identification was completed. The report has been forwarded to the Department of Archaeology for publication in their official Bulletin.

Identification of the Harappa Animal Remains has been completed; a report on it is being compiled.

The draft of the short Guide to the Ethnographical Gallery, required by the Trustees of the Indian Museum for inclusion in the Guide Book of the Indian Museum, Calcutta, has been prepared.

The Phenyl Thiocarbamide test for testing the hereditary factors involved in it has been performed on 145 subjects of different Castes, residing at Sarsuna, West Bengal.

Papers completed are: (i) The body portion of the Onges of Little Andamans, (ii) The marriage customs of the Kanikkars of Travancore, and (iii) Social Anthropology on the customs of the Birhors of Palamau.

Data on the Economic Condition of the Kanikkars of Travancore, have been analysed and a report on it is in progress.

A detailed study of the main factors in the Abor language is in progress.

Abstracts and Reviews of Anthropological papers on Indian subjects which were published during the period 1947 to 1950 were completed.

ARCHAEOLOGICAL DEPARTMENT

Conservation Circles

Southern Circle—Madras The Siva Temple at Tiruvalamjuly near Kumbakonam, Tanjore District

Dedicated to Kapardisvara, this temple contains a series of interesting wall-paintings mostly of the Vijayanagara and Nayaka periods dating from the 16th century A.D. The paintings are rich both in quality and quantity and cover themes from Gajendramoksha, Kiratarjuniya and Kamada-hana of classical interest.

Kapimetta inscriptions of Damar Prathani, South Eastern Circle, Visakhapatnam

The inscribed stone is planted on the tank bund locally called "Homagundam" in the limits of Kanimetta village of the Bhimilipatam taluk of the Visakhapatnam District and is situated at mile 526/6 of the Grand Trunk Road.

Bontalakonduru inscriptions

Bontalakonduru is a small village on the banks of Nagavali river and is situated six miles from Srikakulam, a town in the Chipurupalli taluk of the same district. The inscribed stone that is now lying in the Collector's bungalow at Srikakulam was recently found on a mound to the east of the village, with two other broken images. It is fragmentary but from the script (Telugu) of the inscription, it can be assigned to the 11th and 12th centuries. It seems to record a joint donation by some officers of the Ganga Kings to the temple of Vasudeva at Bontalakoduru.

Arasavilli Temple inscriptions

The temple of Suryanarahana at Arasavilli is of great antiquity. It is mentioned in the inscriptions as early as those of Anantavarman Chode Ganga one of which is dated 'Saka' 1069 in his 72nd regnal year. Two inscriptions on detached stones have been noticed by the department of Epigraphy and they have been published in S.I.I. Volume V.

In addition, conservation work for the following monuments of this circle was taken up:

(i) Due to heavy floods in the Wardha river, the Bellarpur fort in Chanda suffered damage. The 'burj' facing the river on which the octagonal wall was resting was partly submerged to the height of about 15 feet. But there is no immediate danger to the superstructure resting on the 'burj' or adjacent masonry, as all this part rests on a natural rock.

(ii) The place at Gurramkonda which is mainly a structure erected in timber supports, has been conserved by renewing the wooden pillar supports and essential roof timbers of the

terraces. The fallen portions of *chajja* of the same have been restored and the roofs were rendered watertight with plastering.

Museums

The Central Asian Antiquities Museum, which remained closed ever since World War II, has now been thrown open to the public once more with its re-organized galleries of fresco paintings. In addition, sculptures and terra-cottas and stuccos, wooden documents, paper drawings, and various other miscellaneous objects have been displayed. An additional room and a portion of the front verandah have been converted into exhibition galleries containing paintings, silk banners, textiles, domestic articles, minor antiquities from Central Asia, etc., covering the various cultural epochs from Circa 2nd to 10th century A.D.

The National Museum continues to play its part as an important cultural centre in the Capital. Altogether 18,710 persons visited the museum during the period under review.

Temporary Exhibition

An exhibition of recently excavated antiquities from various parts of India was organised in the National Museum of India by the Department of Archaeology on the occasion of the Meeting of the Central Advisory Board of Archaeology on the 14th August, 1953, and remained open to the public on the 16th August, 1953.

The Exhibition illustrated antiquities from the sites of Rugar, the easternmost outpost of the Harappa culture, situated on the bank of the Sutlej River near Ambala; Bahadurabad near Hardwar with its typical pottery found in association with a unique Holocene stone tool equipment and with an apparently accompanying group of copper implements of representative types; and the dried up valleys of the rivers Sarasvati and Drishadvati in Bikaner. The discoveries from the Ghoshitarama Monastery at Kausambi near Allahabad which was once the seat of the ancient Vatsas, hallowed by its association with Gautama Buddha were also adequately represented.

Finds from the sites of Amreli (Saurashtra), Bahal (Hyderabad), Maheshvar (Malwa), Baroda, Tripura (Madhya Pradesh) and the Narmada valley, dating from prehistoric times to the early medieval period also formed an important feature of the Exhibition.

Adequate and appropriate charts, maps, photographs and explanatory notes displayed at the Exhibition successfully brought

out the multi-faceted cultures of ancient India.

Indian Museum, Calcutta

A good image of Vishnu in black basalt belonging to the late Pala period of Bengal was acquired from Asrafabad in Baraset, West Bengal. This sculpture is preserved and will be displayed as an exhibit in the Archaeological Section of the Indian Museum.

Epigraphical Branch, Ootacamund

Among the North Indian inscriptions examined, an early epigraph from the Bhramamata temple near the town of Choti Sadri Udaipur District, Rajasthan, is the most interesting. It is dated 547—referable, no doubt, to the Vikrama era and corresponding to A.C. 490. The importance of the record lies in the fact that it reveals the existence of a hitherto unknown royal family called Manavayani.

Examination of a stone inscription from Bhilsa, now preserved in the Gwalior Museum, has thrown welcome light on the antiquity of the god Bhailasvamin whose temple at Bhilsa was demolished by the armies of the Sultan of Delhi in the 13th century. The celebrated Muslim savant, Alberuni, says that the famous city of Bhailasa (i.e. Bhailasvamin, modern Bhilsa), lying on the road from Mathura to Ujjayini and Dhara was named after the deity worshipped there. We have inscriptions of a later date mentioning Bhailasvamin (also spelt *Bhailesvamin*), either indicating the deity or the place.

Among South Indian inscriptions, a set of five thin copper-plates discovered near the village of Penugonda, West Godavari District, Madras State, is an important record that has been examined during the period under report. It belongs to the reign of King Hastivarman and is written in Prakrit. The characters of the inscription may be assigned on palaeographical grounds to the 4th or 5th century A.C.

A copper-plate record of the Eastern Ganga dynasty, which was discovered at Urajam in the Srikakulam District, Madras State, is another interesting inscription recently examined. It was issued by King Indravarman from Kalinganagara in the year 97 apparently of the Ganga era. The object of the inscription is to register the gift of Honjeri-grama in Kroshtukavartani.

A set of three copper-plates, discovered at Cheruvu-Madhavaram was received from the Collector of Krishna District, Madras State. The charter belongs to the reign of Kali-Vishnuvardhana or Vishnuvardhana V,

son and successor of Narendramrigaraja Vijayaditya II of the Eastern Chalukya family of Vengi.

Cultural Activities

The Government of India have decided to purchase the manuscript and copyright of the Arabic translation of the following six classics by the Arab Poet Wadil Boustany at the cost of Rs. 80,000 with a view to publishing a cheap edition of these for distribution in countries of the Middle East:—

1. *Mahabharata*.
2. *Bhagwad Gita*.
3. *Ramayana*.
4. *Shakuntala*.
5. *Nala Damyanti*.
6. A summary of Indian Mythology.

The publication of *Shakuntala* is to be taken first.

Two batches of 12 students each, came to India from the California University and visited various educational institutions. One group associated itself with community project centres.

A batch of 27 students from Malaya came to India in August on a study tour. They visited various educational institutions and historical places of importance and have since left India.

A three-man Burmese Mission led by Mr. J. S. Furnival visited New Delhi and were shown around Engineering and Education projects including the Road Research Institute of India, Delhi.

The Assistant Director of Education of the Malayan Federation visited India for selection of teachers. He interviewed 270 candidates in all and selected 34.

68 students and 11 teachers were selected for Fulbright Smith Mundt awards during 1953-54.

Mr. T. N. Ramchandran, Deputy Director-General of Archaeology visited Bangkok on deputation and delivered lectures on subjects of Indo-Thai interest under the auspices of the Chulalong-Korn University and Siam Society.

Shri Vangala Jaya Ram of the Lucknow University has been selected as a student-delegate from India to participate in the New York *Herald Tribune* Forum.

Mr. B. S. Parija of St. Stephen's College, Delhi, has been selected for participation in the New York *Mirror Youth* Forum to be held in December, 1953.

Arrangements are being made for an exchange of debating teams with the U.S.A. The U.S. team of two students is expected to visit India in the first week of December, while the Indian team (which will be selected on the basis of an extempore debate competition) shall leave for the U.S.A. some time in January.

It has been decided to give a grant of Rs. 32,000 out of the funds of I.C.C.R. to Shri Uday Shankar to take his troupe to Egypt and other Middle East countries.

The Ceylon Estate Workers' Education Trust, Ceylon has been given a grant of Rs. 7,500 for the year 1953-54 for the educational facilities it affords for the education of the children of the Indian Trust workers.

The Government of India have sanctioned the award of two prizes of £10 each to two Australian children (one over 15 years and the other below 15 years) for writing an essay on 'India' with a view to encouraging the youth of Australia to understand India and her problems.

Twenty copies of 'Our India' and 25 copies each of the April and May issues of 'Mazdoor Jagat' have been sent for presentation to schools and institutions in South and British East Africa, Burma, Ceylon, Malaya, Mauritius and the U.K.

The 7th volume of Tendulkar's Biography of Mahatma Gandhi has been presented to the Public Library, Colombo.

A set of 100 photographs is being presented to Dr. J. Haggerty, President, State University Teachers' College, New York and a film on 'Public Schools in India' to the Misuka Women's Association, Japan.

About 40 representative paintings of students and youth of India were sent by the I.C.C.R. to the High Commissioner in South Africa for display at the University of Cape Town Arts Festival held in August, 1953.

An Education Section has been set up in the Embassy of India, West Germany, Bonn, to look after the welfare of students and trainees sent to that country under the Indo-German Industrial Cooperation Scheme.

National Archives

898 files, 26 registers, 154 bundles, and 28 boxes of records were received during the quarter. Besides, 12 volumes of the original diaries of Nain Singh, Hari Ram and other explorers of the Trans-Himalayan Regions were transferred to this Department by the Surveyor-General of India and six photostat

11th to 25th July and the second from 25th July to 8th August, 1953, at Chateau de la Breviere, St. Jean-aux-Bois, near Compiègne Oise, France. The subjects were (i) promotion of international understanding through the workers' educational organisations, (ii) methods of teaching citizenship in workers' educational movements and (iii) Unesco's responsibilities in the field of adult and workers' education. Unesco invited all Member States to appoint three participants for these Seminars.

Unesco Seminar on the Use of Visual Aids in Fundamental Education

Unesco organised a Seminar on the 'Use of Visual Aids in Fundamental Education' in Messina, Sicily from 29th August, 1953 to 27th September, 1953. The Seminar provided an opportunity for practical experiment and discussion and for planning future cooperation among specialists in the field.

The Government of India selected Shri N. D. Sodhi, Senior Lecturer, Government Training College, Julundur, to attend the Seminar as a participant from India.

International Conference on "The Role of Music in Education"

Unesco organised an International Conference on 'The Role and Place of Music in the Education of Youth and Adults' in Brussels from 29th June to 9th July, 1953. The Government of India nominated three delegates to the Conference.

Seminar on Teaching of Modern Languages

Unesco held an International Seminar on the Contribution of the Teaching of Modern Languages towards Education for Living in a world community, in Nuwara Eliya, Ceylon, from 3rd to 28th August, 1953. Three delegates attended from India.

Unesco Regional Study and Information Seminar for Youth Leaders of South and East Asia

Unesco organised a 'Regional Study and Information Seminar of Youth Leaders of South and East Asia', in Tokyo, Japan, from 6th to 27th October, 1953.

The main topic for study at the Seminar was 'the contribution of young people to the life of the community, particularly in urban areas'. The study of this topic is calculated to give youth leaders an opportunity to exchange information about their experiences in youth work. On the basis of these experiences, they will study the participation of young people in the life of the local and national community.

on the agenda was consideration of the Report of the Seminar held in New Delhi in January, 1953, on the Contribution of the Gandhian Outlook and Techniques to the solution of Tensions between and within Nations. Unesco passed the following resolution on this item:

"The General Conference decides to refer to the Director-General the report of the Seminar on the Contribution of Gandhian Outlook and Techniques to the Solution of Tensions within and among Nations, and study the possibilities of implementation of the measures proposed by the Indian Government in the draft programme for 1955-56."

International Advisory Committee on Scientific Research—Meeting of the Working Party

Unesco convened a Conference of Directors of National Councils and Centres of Scientific and Technical Research for considering the establishment of an International Advisory Committee on Scientific Research in Paris on 6th and 7th July 1953. The International Advisory Committee, when established, will advise the Executive Board and the Director-General on the programme of Unesco in the field of Natural Sciences with particular reference to the establishment of international and regional centres for research and coordination on various scientific problems.

International Conference on Public Education

The 16th International Conference on Public Education was held at Geneva from 6th to 16th July, 1953, jointly convened by Unesco and the International Bureau of Education. The major topic for discussion on this occasion was the training and status of primary teachers. The study of these questions forms part of Unesco's long-term programme for the gradual application of the principle of free and compulsory education. The Conference also recognized that the essential factor in any campaign for the full enforcement of compulsory education is the teachers themselves. The Conference examined the progress of education in the various countries of the world, the exchange of information in various educational schemes, pilot projects and steps taken for the improvement of education. The Government of India submitted a report on Education in India for the year 1952-53 to the Conference.

Unesco International Seminars on Workers' Education

Unesco organised two International Seminars for Workers' Education, the first from

of India, and recommended that the Director of Archives should be authorized to arrange for the printing of four more volumes in the series at private presses.

The 21st meeting of the Research and Publication Committee was held at the National Archives of India, New Delhi, on the 29th August 1953. The meeting was attended by 23 members representing the Government of India, various State Governments, Universities and learned institutions. The Committee reviewed the progress made under Schemes I and III(A) of the Publication Programme of the National Archives of India and recommended measures to expedite publication of the volumes in those series. A resolution recommending that suitable financial aid be given by the Government of India to the Universities and Institutions for publication of volumes of records in Oriental languages was passed by the Committee.

A National Committee of Archivists consisting of the Director of Archives, Government of India, as the Chairman-Convenor, and the Directors of Archives and Keepers of Records of the States Record Offices as members, has been appointed by the Government of India.

National Library

In order to render better service to the public, the working hours of the Reading Rooms have been extended and both the Reading Rooms and the Lending Sections are being kept open on Sundays and certain other holidays with effect from the 16th August, 1953.

During this period about 3,000 books on different subjects forming part of the collection of late Dr. Barid Baran Mukherjee, who was a leading Homoeopath of Calcutta were made over to this Library as a gift to the nation by Sri Sambhu Baran Mukherjee and his brother (sons of late Dr. Mukherjee).

Extraordinary Sessions of the General Conference of Unesco
The Government of India participated in the Second Extraordinary Session of the General Conference of Unesco held in Paris from 1st to 4th July, 1953.

During the Seventh General Conference of Unesco, Dr. Jaime Torres Bodet resigned from the post of the Director-General and this Extraordinary Session was specially convened for the election of the new Director-General. Dr. Luther H. Evans, Librarian of the United States Congress, was duly elected as Director-General, Unesco, at this Session. Another important item

copies of documents relating to Mahatma Gandhi's admission into the Inner Temple, London, were acquired.

10,679 requisitions for records from the various Ministries and Offices of the Government of India and research scholars were attended to. 63 scholars consulted records; 5,862 pages of excerpts were scrutinized and 3,484 pages released.

In connection with the preparation of a summary guide to the records in this Department, an interim report embodying the information gathered regarding the organizational changes in the different departments of the Government of India was drawn up.

Besides the routine work of repair and rehabilitation which included the mounting of 30 maps belonging to the Col. Phillimore collection of maps, some special repairs were carried out for the National Library, Calcutta, and the Raza Library, Rampur.

In addition to the routine micro-filming of records in the custody of this Department, service was rendered to the Visva-Bharati University, the Library of Congress, Washington, the Belgian Embassy in India, Dr. Raghuvira, Mr. E. Wodak of Singapore, the Railway Board, New Delhi and Prof. Syed Nahay of Iran. As Prof. Nahay desired a copy of a manuscript in the Raza Library, Rampur, a mobile micro-filming unit was dispatched to Rampur. A positive copy of *Siyar-u-Muluk* was prepared for Mr. H. S. G. Darke of Baghdad.

Twenty leading archivists and historians from foreign countries, including England, America, Holland, Norway, Denmark, Belgium, Iran, Ceylon, Singapore and Malaya have been appointed corresponding members of the Indian Historical Records Commission by the Government of India.

The first meeting of the Sub-Committee for Publication, appointed by the Government of India on the recommendation of the Research and Publication Committee was held at the National Archives of India on the 28th August 1953. The Sub-Committee reviewed the position in regard to the printing of Fort William-India House correspondence under Scheme I of the Publication Programme of the National Archives

Unesco Fellowship for a Writer

Unesco has awarded one fellowship to India for a 'Writer'. The Government have accepted the offer and a selection is being made. All expenses in connection with the fellowship will be borne by Unesco.

Unesco Fellowship in Compulsory Education

Unesco has decided to award a fellowship to a Madhya Pradesh Government official for studies in the field of Compulsory Education. The dossiers of Mr. V. A. Apte, Divisional Superintendent of Education, Berar Division and S. P. Verma, Divisional Superintendent of Education, Jabalpur Division recommended by the Madhya Pradesh Government have been forwarded to Unesco for selection.

Unesco Offer of Experts Mission to Study Administrative Problems in Member States

The following resolution was adopted by the General Conference of Unesco at its Seventh Session:

"The Director-General is authorised to continue to help and encourage Member States that have recently obtained their independence to study administrative, legal and sociological problems of internal organisation resulting from their participation in the system of cooperation of the United Nations and the Specialized Agencies."

In pursuance of this resolution, Unesco offered to send a mission of two specialists, to carry out, through field studies, a survey of various problems, legal, sociological and administrative, resulting from our participation in the organization of the United Nations and its Specialized Agencies. It has been decided that as India has a long tradition of participation in International Organisations and, as a result, has already a well-developed administrative machinery for dealing with problems in this field, such a mission is not necessary for us. Unesco was informed accordingly.

Unesco-study of Administrative Responsibilities

Unesco adopted the following resolution at its Seventh Session:

"The Director-General is authorized to undertake a study of the various ways in which States interpret the legal, administrative and social responsibilities incumbent upon them by reason of their membership in the international community and,

more particularly, in the United Nations and the Specialized Agencies."

To carry out this resolution, Unesco has decided to undertake an enquiry in eight countries, representing different regions of the world and characterized by varied legal and administrative systems.

The results of these enquiries before being made public, will be submitted by Unesco for comments to the Governments of each State concerned. They will also be examined by a Committee to be convened by Unesco in 1954 for the purpose of incorporating them in a general report.

It has been provisionally decided that India may be included in such an enquiry. Final decision will be taken shortly.

Unesco Training Centre for Specialists in Fundamental Education

As reported previously, Unesco is awarding two Fellowships to Indians for participation in the proposed Training Centre for Specialists in Fundamental Education to be conducted by the Organisation in Mysore in November, 1953. Unesco have now offered to India, two to four additional places which have fallen vacant in the Centre. The Ministry has accepted the offer and necessary action is being taken to select trainees for these additional vacancies, who will be awarded Government of India Fellowships.

Unesco Centre for Educational Psychology

The Government of India had requested Unesco to locate their proposed centre for research in educational psychology for this region at the Central Institute of Education, Delhi. Unesco has expressed its inability to accept our request. The organisation has decided to set up this centre in Thailand.

Unesco System of Associated Projects

The Government of India have recommended to Unesco for inclusion in their system of associated projects on public libraries and public schools, the following:

Library of the Bombay Branch of Royal Asiatic Society and the Central Library, Bombay-1.

Library School, University of Delhi, Delhi.

Unesco Gift Coupon Scheme

Hitherto, three Member States of Unesco have been participating in the above Scheme as Donor Countries. It is now learnt that Japan will also participate in the Scheme. The Japanese National Commis-

sion has already sent 43 Gift Coupons amounting to 47 *Unums* to the School for the Blind, Palam Cottah (Madras).

Meeting of the Indian National Commission for Unesco and Representatives of Asian National Commissions

The Minister for Education, in his capacity as President of Indian National Commission for Unesco, has decided to hold a Meeting of the Indian National Commission for Unesco from 9th to 14th January, 1954 in the Parliament House, New Delhi. The Prime Minister has agreed to address the Inaugural Session. It has also been decided to invite Representatives of Asian and African National Commissions for Unesco as fraternal delegates to this meeting. It has been decided that the invitation should be extended to the following 11 countries:

Union of Burma, Ceylon, Pakistan, Afghanistan, Iran, Iraq, Egypt, Indonesia, Lebanon, Syria and Israel.

Three representatives from each country will be invited.

The general purpose of the Meeting is:

- (a) to discuss the programmes and development of Unesco with special reference to the needs of Asian and African countries;
- (b) to discuss the utilisation of Unesco resources for the development of under-developed areas;
- (c) to discuss matters of common concern with a view to better and effective implementation of Unesco's programme in this part of the world;
- (d) to discuss ways and means of promoting effective cooperation and liaison between Assam and African National Commissions;
- (e) to evolve a common programme for presentation to the Eighth General Conference of Unesco, to be held at Montevideo in 1954; and
- (f) to consider ways and means of implementation of Unesco Resolution on the recommendations of the International Seminar on the Contribution of Gandhian Outlook and Techniques to the solution of tensions between and within Nations held in January, 1953 in New Delhi, adopted by Unesco at its Extraordinary Session held in July, 1953.

Information Section

At the Five-Year Plan Exhibition which started on October 9th, 1953 this Section organised the information counter of the

Ministry of Education and supplied educational information regarding Indian and Overseas courses for Indian students. During the last three months, 338 visitors sought information at the Ministry on various educational topics. 446 enquiries (India) and 667 enquiries (Overseas) were attended to.

Information relating to studies abroad in the following subjects was collected and compiled:

- (i) Engineering studies in Australia, Canada and Germany (similar information relating to the U.K. and the U.S.A. was prepared on a previous occasion).
- (ii) Studies in Forestry—Australia and the U.K.
- (iii) Studies in Economics—the U.K. and the U.S.A.
- (iv) Note regarding foreign institutions imparting instruction in Persian and Islamic studies.

Publications

The following publications have been produced during the last three months:

Teachers' Handbook of Social Education—A second enlarged and revised edition with an Index—Re. 1/-.

Research and Experiment in Rural Education, by J. P. Naik—Re. 1/-.

Unesco Projects in India—Rs. 1/8/-.

Experiments in Child Education—Re. -/10/-.

Vidya Bhavan Open-Air Session, by K. N. Srivastava—Rs. 2/-.

A New Deal for Secondary Education (an abridged edition of the Secondary Education Commission Report).—Re. -/6/-.

Proceedings of the First Meeting of the National Board of Audio-Visual Education in India—Re. -/9/-.

Deepavali—a journal for the blind.

Publications of the Ministry were displayed and sold at two important exhibitions during the period under review. The first of these was the Five-Year Plan Exhibition organised by the Ministry of Information and Broadcasting, at the All-India Fine Arts and Crafts Society Hall, New Delhi. The second occasion for display and sale occurred between 7th and 12th November 1953, at Parliament House. D.P.I.s and D.S.E.s, Members of Central Advisory Board and Observers at the 20th meeting of the Board expressed satisfaction at the number content and appearance of publications and bought

many copies. From September 1st to November 15th, 410 publications were sold with a cash return of Rs. 813-4-0.

Gift Books, the most important of which was Major Graham Pole's "India in Transition", were distributed on a large scale to educational institutions in the country.

Forthcoming publications are:

Child Art—a publication with tri-coloured plates for Teachers of Art in Primary and Secondary Schools.

The All-India Social Education Report, 1947-51.

Proceedings of the 5th Meeting of the All-India Council for Technical Education, held at Calcutta on the 24th and 25th July, 1950.

The Quinquennial Review, 1947-52.

Statistical Publications

The manuscript of the publication "Report on the Delinquent Children and Juvenile Offenders in India, 1950" is in press. Other forthcoming publications are:

- (i) Education in Universities in India, 1949-50;
- (ii) Education in the States of the Indian Union, 1950-51; and
- (iii) Passes in Matriculation and other University Examinations in India, 1948-52.

Modified Overseas Scholarships Scheme

Out of the 24 candidates selected for study abroad for 1953-54 Scheme, 17 have gone abroad. The question of continuing the Scheme for 1954-55 is under the consideration of the Government.

Central State Scholarships Scheme

Applications for the award of 1954 scholarships have been received from candidates from Parts 'C' and 'D' States. Selection will be made shortly.

Federation of British Industries Scholarships

Five candidates have gone to the U.K., one offer has been cancelled and one selected candidate who is in the U.S.A. at present has requested that he may be awarded the scholarship in 1954. No offer has been received from the Federation of British Industries for 1953-54.

London University Institute of Education Fellowships

Two persons selected for Fellowships have gone to the U.K.

Colombo Plan—Government of India Scholarships to Foreign Nationals for Studies in India

Under the Colombo Plan, the Government of India offered 20 Scholarships/Fellowships to students from South and South-East Asian countries for studies in India during the year 1953-54. 12 persons have been selected so far of whom seven have joined their respective institutions. In addition to this, the Government have offered some scholarships to Nepalese students under the Colombo Plan. 27 Nepalese students have so far come to India for study.

Free Studentships and Apprenticeships under the Indo-German Industrial Co-operation Scheme

96 selected persons (36 for post-graduate studies and 60 for practical training in Industries) have so far gone to West Germany. The question of renewing the Scheme in 1954-55 is under the consideration of the Government.

Science Research Scholarships to Indian Students

The London Exhibition Science Research Scholarship by the Royal Commission of Exhibition, 1851 is for post-graduate research in the U.K. in any branch of pure or applied science. An offer of one scholarship tenable for two years in the U.K. has been received from the Royal Commission. The offer has been given due publicity.

Royal Society Rutherford Scholarship for Research in the U.K. in any branch of Natural Sciences

An offer of one scholarship tenable for three years to an Indian student who gives evidence of capacity for research work in the U.K. has been received. The offer has been publicised.

General Cultural Scholarships Scheme

As in 1952-53, 100 scholarships have been awarded in 1953-54 to students from certain Asian, African and Commonwealth countries (including persons of Indian origin domiciled therein) for study in India. The Scheme will be continued in 1954-55 and 100 fresh scholarships will be awarded. Applications have been invited through the Indian Missions concerned, which must reach the Government of India by the 1st December 1953.

French Fellowships Scheme

With a view to reciprocating the gesture of goodwill of the Government of France who have been awarding scholarships to Indian nationals for study in France since

1945, the Government of India have decided to continue the *ad hoc* scheme of Fellowships to French nationals for a period of two years from 1953-54. Six Fellowships have been awarded during 1953-54. Candidates selected for the awards have joined various universities in India.

U.N. Social Welfare Fellowships Scheme

The Government of India have been participating in the U.N. Social Welfare Fellowships Scheme since its inception in 1947. Under the 1953 Programme, 23 Fellowships/Scholarships have been offered to India and 13 for the year 1954. Recommendations have already been sent.

General Reciprocal Scholarships Scheme

With effect from 1953-54, the Government of India have sanctioned a scheme for the grant of scholarships for study in India to nationals of foreign countries which award scholarships to Indian nationals. 20 scholarships will be awarded every year for post-graduate study in subjects like Indian Philosophy, Indian History, Culture, etc. The period of scholarships is normally two years. The value of the scholarships is Rs. 200 p.m. exclusive of tuition, examination and other fees, if any, which will be paid direct by the Government to the institution concerned. During 1953, scholarships will be awarded to students from Yugoslavia, Italy and Mexico.

Scholarships to Africans for study in Cottage Industries

It has been decided to award with effect from 1953-54, 25 scholarships to African students for training in Cottage Industries and other vocational subjects.

Kinki University Scholarships

The Kinki University (Japan) offered five scholarships to Indian nationals for graduate and post-graduate study. The selections have been finalised.

Government of Israel Scholarships

The Government of Israel offered one scholarship for training in cooperative and Arid Zone Farming. The selection has been finalised.

Italian Government Scholarships

The Government of Italy offered five scholarships for post-graduate study and for specialised practical training. The five selected candidates were expected to sail for Italy by the second week of November, 1953.

Government of Norway Scholarships

The selection for the one scholarship offered by the Government of Norway has

been finalised. The candidate was expected to leave for Norway by the second week of November 1953.

Government of Egypt Scholarships

Two scholarships have been offered for post-graduate research studies in Cotton Growth, Irrigation Engineering and Agriculture. Selections have been finalised—one candidate has been selected for training in Irrigation Engineering and the other for Cotton Growth.

The Government of Belgium Scholarship

One scholarship has been offered for one academic year for post-graduate studies in Agriculture/Metallurgical Mining and Naval Engineering Courses. The Selection has been finalised and the candidate has sailed for Belgium.

Unesco Scholarships

Under their "Group Training Scheme in Fundamental Education" to be held in Mysore, Unesco offered two Fellowships to Indian nationals. Six candidates have been recommended to Unesco for these awards. The final decision is awaited.

Unesco Fellowship for a Writer, 1953-54

See Unesco Section.

Unesco Technical Assistance Programme 1953

Unesco offered one Fellowship in concrete Dams earmarked for the Central Water and Power Commission. The offer was accepted and selection has been made.

Fellowship by the Government of Netherlands

The Government of the Netherlands have offered a Fellowship to an Indian student for research study in any scientific subject. The Fellowship is tenable for a period of six to eight months. A candidate from the National Physical Laboratory has been selected and was expected to sail on November 11th, 1953.

The Gustavus Adolphus College Saint Peter, U.S.A. Scholarship

Out of the total number of applications received, names of seven candidates have been recommended to the College authorities for selecting a candidate.

Ohio State University Scholarship

The Ohio State University, U.S.A., offered three scholarships for graduate courses at the University. Only two candidates (one man and one woman) have availed themselves of the scholarship, and they left for the U.S.A. in September 1953.

Unesco-Thai Government Scholarships

The Government of Thailand have offered to award eight Fellowships and eight Scholarships for 1953-54. The Fellowships are open to all countries, while the Scholarships are open to just a few countries, including India.

The offer has been circulated to all State Governments, Universities and various Art Institutions in the country. The last date for receipt of applications was 5th November 1953.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships for 1953-54

About 10,000 Scholarships for post-matriculation education in India are being awarded to students belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes during 1953-54. This includes 6,298 fresh awards and renewals of about 3,700 scholarships awarded last year.

Overseas Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes

The Government of India have decided to award six scholarships for studies abroad to persons belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes during 1953-54. The Union Public Service Commission has been requested to advertise these scholarships and to recommend candidates for the awards as early as possible.

The Government of India have also decided to grant sea passage to such Scheduled Castes, Scheduled Tribes and Other Backward Classes scholars as have obtained foreign scholarships for studies abroad, but are required to arrange passage at their own expense. Accordingly the cost of a tourist class sea passage to U.S.A. was sanctioned to a Scheduled Castes scholar who had obtained a scholarship for research studies in John Hopkins University, New York, U.S.A.

All-India Council for Technical Education

In pursuance of the recommendations of the All-India Council for Technical Education that a School of Town and Regional Planning should be established at Delhi, discussions were held with the representatives of the Institute of Town Planners (India) as to how best to establish the School.

The following proposals were formulated:

(i) The School of Town and Regional Planning should be established at Delhi as a joint enterprise of the Central Government and the Institute of Town Planners (India).

(ii) The School should be a fully autonomous body, registered under the Societies Registration Act.

(iii) Seven persons, as required by law, belonging to the Government and the Institute of Town Planners should be founder members of the Society. The administration and management of the School should be placed in the hands of a Governing Council, consisting of eight persons, as shown below:

Secretary, Ministry of Education
(Chairman).

Three representatives of the Institute of Town Planners.

Two representatives of the Central Government (Ministries of Finance and Works, Housing and Supply).

One representative of the All-India Council for Technical Education.

Director of School (*ex-officio*).

The establishment of the School is estimated to cost Rs. 2.34 lakhs (non-recurring) and Rs. 75,000 (recurring).

The fourth meeting of the Joint Committee of the All-India Council for Technical Education and the Inter-University Board was held in Madras on the 25th September 1953. The Committee considered the draft post-graduate courses in the various branches of engineering and technology prepared by experts and finalised the courses for certain selected branches. The approved courses are being printed.

Five-Year Plan and Technical Education

The Southern Regional Development Committee appointed by the All-India Council for Technical Education for preparing the details of a Five-Year Plan of Technical Education for the Southern Region, held its first meeting on the 29th July 1953, in Bangalore, under the chairmanship of Dr. A. L. Mudaliar.

After reviewing the present state of technical education in the region, the Committee decided that the first stage of development at the under-graduate level should be qualitative improvement of instructional facilities for existing courses on the one hand, and on the other, the full

ACTIVITIES OF THE EDUCATION MINISTRY

establishment and consolidation of institutions, which have been recently started. The problems of each institution should be individually investigated and a scheme for its improvement or development should be prepared, the main objective of which should be provision of adequate facilities of instruction for the basic courses in engineering or technology. Towards this end, a proper assessment of each institution covering all the above aspects should be carried out by the Expert Committee. The Regional Committee appointed one Visiting Committee for institutions in each State of the region.

The Visiting Committees have completed the assignments and have submitted reports. The reports cover the following institutions:

Madras State

A.C. College of Engineering, Karaikudi.

P.S.G. & Sons' Charities College of Technology, Coimbatore.

Shri Ramakrishna Mission Vidyalaya School of Engineering, Coimbatore.

The Industrial Labour Welfare Association, Coimbatore.

Seshasayee Institute of Technology, Tiruchirapalli.

Mysore State

Government Engineering College, Bangalore.

B.M.S. Engineering College, Bangalore.

B.D.T. Engineering College, Devanger.

S.K.S.J. Technological Institute, Bangalore.

The National Institute of Engineering, Mysore.

Government Occupational Institute at Bangalore, Hassan, Davangere, Chintamani and Bhadravati.

Travancore-Cochin State

College of Engineering, Trivandrum.

Institute of Textile Technology, Trivandrum.

Polytechnic Institute, Kalamassery.

Maharaja's Technological Institute, Trichur.

Hyderabad State

Engineering College, Osmania University.

Government Technical College.

The reports will be considered by the Regional Committee shortly.

Discussions have been held between the Central Government and the State Governments regarding the participation of the latter in the scheme of improvement or development of technical institutions in the States. Most of the State Governments have agreed to the scheme being implemented as a joint enterprise of the Central and State Governments.

The first meeting of the Special Committee set up by the All-India Council for Technical Education to prepare a scheme for the development of facilities for post-graduate training and research in engineering and technological subjects, was held on 19th and 20th October 1953. The Committee recommended that at post-graduate level, the development in engineering and technology should be two-fold, that is,

- (a) Regular post-graduate course in certain selected branches of engineering and technology should be organised in certain selected institutions. The courses should generally be of one year's duration and should lead to the award of a Master's degree in engineering. A minimum period of practical training should be a pre-requisite for entry to the courses.
- (b) Establishment of Research Departments in selected institutions, depending upon the availability of experts to guide research and nucleus of facilities by way of equipment and accommodation for research. Research scholars may work for a research degree. Individual Professors or members of the staff of technical institutions could be assisted by the Board of Engineering Research of the Council of Scientific and Industrial Research in any scheme of engineering and technological research undertaken by them and approved by the Board.

On the basis of the above considerations, the Committee made a selection of certain specific branches of engineering and technology as also the institutions for organising the post-graduate courses. The Committee decided that detailed proposals for the courses should be invited from the institutions concerned, for consideration.

All-India Boards of Technical Studies

A meeting of the All-India Board of Technical Studies in Textile Technology was held on the 28th August 1953. The

Board granted affiliation to the Institute of Textile Technology, Bhiwani, for conducting the National Diploma Course in Textile Technology. The Board also set up a Visiting Committee for the Bengal Textile Institute, Serampur, to report on the desirability or otherwise of granting affiliation to the Institute. A draft scheme of apprenticeship training in textile industry was also approved.

A meeting of the Hindi Shorthand Committee of the All-India Board of Technical Studies in Commerce and Business Administration was held on the 14th September 1953, to examine *inter alia* the various systems of shorthand in Hindi with a view to finding out the best and the most suitable system which with certain modifications, can be adopted for regional languages.

Hindi Typewriter Testing Committee

A meeting of the Hindi Typewriter Testing Committee was held on the 21st October 1953, to decide the date of the proposed competition in Hindi Typewriters. The Committee decided that a few Hindi typewriters along with relevant data leading to the manufacture of various designs of the keyboard adopted by various manufacturers should be collected for their inspection.

Conference of Geological Education Training

A conference of representative Professors of Geology from Universities, Officers of the Geological Survey of India, the Indian Bureau of Mines and the Ministry of Natural Resources & Scientific Research, was held at New Delhi on the 1st September 1953, to discuss *inter alia* the question of field training of Geology students with particular reference to collaborative arrangements between the G.S.I. and the Universities.

Indian Institute of Technology, Kharagpur

Under the Colombo Plan, the United Kingdom has contributed machine tools to equip the "Tool Room" of the Production Engineering Department of the Indian Institute of Technology, Kharagpur. The formal opening ceremony was performed by the High Commissioner for the U.K. in India on 5th September 1953.

Delhi Polytechnic, Delhi

Mr. K. K. Sen, Art Master of Delhi Polytechnic, has gone to Russia and other foreign countries as a member of the Artist's Delegation under the auspices of the All-India Board of Fine Arts and Crafts Association, New Delhi.

Indian Institute of Science, Bangalore

The Government of India have sanctioned payment of non-recurring capital grant of

Rs. 1,00,000 (Rupees one lakh) to the Indian Institute of Science, Bangalore, for the purchase of equipment for the development of the Physics Department of the Institute.

Polytechnic, Nilokheri

The administrative control of the Polytechnic, Nilokheri (District Karnal) has been transferred from the Community Projects Administration (Planning Commission) to this Ministry with effect from the 7th September 1953.

Practical Training Facilities for Students of Engineering and Technological Institutions

During the current year, apart from vacancies obtained in firms through the efforts of the Regional Offices at Calcutta and Bombay, the following number of seats has been obtained in Government or Quasi-Government establishments for training:

Defence Establishments ..	74 seats.
Railway Workshops ..	144 seats.
Central Water and Power Commission (Water Wing) ..	11 seats.
Central Water and Power Commission (Power Wing) ..	46 seats (so far).
All India Radio ..	12 seats.
Posts & Telegraphs ..	40 seats.
Central Tractor Organisation ..	16 seats.

These seats have been distributed to the various Engineering Institutions in the country.

Practical Training Stipends Scheme

The scheme for the award of P.T. Stipends to students who pass out of Engineering and Technological Institutions has been reorientated in order to make it more effective. The stipends are now instituted directly in the training establishments (industrial concerns etc.) instead of as hitherto in Engineering and Technological Institutions. This has the effect of associating the training establishments more closely with the working of the scheme. Apart from Government and Quasi-Government Establishments which will give training facilities to stipendiaries, it is proposed to extend the scheme to as large a number of Industrial Concerns as can provide the necessary facilities. About 150 private industrial

ACTIVITIES OF THE EDUCATION MINISTRY

establishments have been requested to provide training under the scheme and contribute towards the cost of stipends. It is proposed to institute 350 senior and 150 junior stipends during the year 1953-54.

Grants for Engineering and Technological Institutions under the Scheme of the All-India Council for Technical Education

With a view to assisting the 15 selected non-Government Engineering and Technological Institutions in the execution of their development programmes under the above scheme, the Central Government have so

far paid the following grants and interest-free loans during the current financial year:—

Non-recurring Grants:

For construction of college buildings	Rs. 1,37,110
For Equipment	Rs. 3,07,000

Recurring Grants Rs. 7,15,600

Interest free loans for construction of students' hostels	Rs. 1,47,000
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Mental Hygiene in the Field of Secondary Education*

AS desired by the Secondary Education Commission of the Government of India, this Note contains a summarised statement or outline of Mental Hygiene measures applicable in Secondary Education. The Note deals with Mental Hygiene measures of a desirable and non-controversial nature, the utility of which has been accepted in progressive secondary education the world over, and such as are capable of being put into practice immediately. The measures are outlined briefly under the following headings:

I. Aims and content of Secondary Education.

II. Mental Hygiene measures necessary for the promotion of mental health and development of the child's personality.

- (a) Adequate preparation of teachers of Secondary Schools.
- (b) School practices conducive to the mental health and development of the child's personality.
- (c) Provision of Mental Health Services in Secondary Schools.

I. Aims and Content of Secondary Education

It is now a truism that the aim and content of secondary education should be not only to provide knowledge and instruction in classroom subjects, but also to achieve a healthy personality growth of the secondary school child which will make him a useful citizen. It should teach the child to work in harmony with his fellow beings in constructive activities that are socially useful and individually satisfying. This latter aspect of education, namely, the development of the child's personality, transcends the acquisition of mere knowledge which has little value in the individual's daily life, after school or even during school.

There are two ways of defining the aim of education which however really mean the same thing. According to one definition, "The aim of education should be the development of the personality of the child leading to his becoming a useful citizen capable of living harmoniously with his fellow beings". According to the other, "One of the major aims of secondary education should be to foster the mental health of the students during their school years so as to lay the foundation for good mental health in the future".

* A note submitted on behalf of the Indian Council for Mental Hygiene to the Secondary Education Commission of the Government of India by Dr. K. R. Masani, M. R. C. S. (Eng), L.R.C.P. (Lond), D.P.M. (Eng), Director of the Indian Institute of Mental Health and Human Relations, Chairman of the Executive Committee of the Indian Council for Mental Hygiene and Vice-President of the Indian Psychiatric Society.

This brings us to the question—what is meant by good mental health?

Good mental health means happiness and a sense of peace within the individual. It makes for the maximum efficiency in work or studies and enables the individual to get on harmoniously with his fellow beings. Mental health gives rise to social sense in an individual and a desire for constructive endeavours which promote social good, and enables the individual to behave in a mature, objective manner. A mentally healthy person bears a good character and a morality based on an inner sense of discipline.

Thus, it will be seen that the promotion of a child's mental health leads to the development of a social and civic sense in him; it means freedom from race prejudice, caste prejudice and other group prejudices; and lastly, it gives him a broadminded, tolerant and objective mind, all of which have been correctly stressed by educationists as important aims of secondary education.

II. *Mental Hygiene Measures Necessary for the Promotion of Mental Health and Development of the Personality of the Child.*

(a) *Adequate Preparation of Secondary School Teachers*

Preparation During Training:—In the light of what has been stated regarding the aim of secondary education, it is necessary that the teacher should have not only adequate knowledge and skill but also certain attributes, such as healthy love and interest for children, ability to understand the behaviour and

personality of different children and an ability to enter into healthy relationships with children. Intimately linked with such desirable qualities, is the question of the mental health of the teachers themselves and freedom from instability in them. Unfortunately, it has been found that teachers in training as well as those engaged in the profession have a large amount of 'personality' difficulties. A good many teachers show signs of mental stress and neurotic reactions after being in service for some time due to the difficult circumstances of their profession, namely, long hours of work both at home and in the classroom, frustrations and mental conflicts, poor pay and the exaction of high standards from a society that accords them a low status. On the other hand, a good many teachers suffer from emotional instability, and 'personality' maladjustments even at the time of joining the teacher-training college. For this reason it is strongly recommended that side by side with other attributes, the mental health of the prospective candidate and his personality attributes should be given weightage in the selection of student-teachers to the training college, so that those, totally unsuited to the profession and liable to break down during the training period may be advised and guided to choose another career. For this purpose it would be practicable and economical if a Group Personality Test to measure maturity were instituted for all applicants seeking admission to the college (1). Psychiatric or psychological counselling or guidance should be available for student-teachers who show signs of undue strain, emotional maladjustment or marked instability during their student days.

(1) Such a Group Test which has been in use at the Indian Institute of Mental Health and Human Relations for carrying out a mental health survey of students of the Bombay University can be supplied, if desired, by the Director of Institute, 42, Queens Road, Bombay.

Finally, stress must be laid on the training colleges adopting policies and practices conducive to the satisfaction of the students' emotional and psychological needs, such policies and practices as promote the development of the personality of student-teachers.

Courses of Training in Dynamic Psychology and Mental Health

It is necessary to describe the courses of training, both theoretical and practical, for student-teachers in subjects which are considered basic in giving information and knowledge and skills required in dealing with the promotion of positive mental health of the secondary school child and in developing the child's personality as well as in dealing with the behaviour and personality problems encountered in the classroom. The following courses may be considered as an adequate minimum:

1. "Mental Hygiene and the Dynamics of Human Adjustment", with particular emphasis on the personal problems of student-teachers.
2. "The Dynamics of Human Behaviour and Personality".
3. "The Causation and Treatment of Children's Behaviour and Personality Problems" with emphasis on the role of the teacher in understanding and handling problems.

Practical Training

Side by side with theoretical lectures and discussion seminars in the above subjects, it is necessary to provide in these subjects a basic orientation of a

practical nature by requiring attendance at a Demonstration Child Guidance Clinic run in close cooperation with the Teacher-training college. Supervised attendance and observation at such a clinic staffed by competent Child Psychiatrists, Psychologists and Psychiatric Social Workers would provide these student-teachers with practical knowledge of how to understand the causes and treatment of behaviour problems and how to deal effectively with such problems in the classroom (1).

It needs to be particularly emphasized that apart from the provision of the three lecture courses mentioned above, the teacher-training curriculum should be made more effective by the inclusion of some of the contents of such courses into the existing teacher-training curriculum. For example, in the course on Child Development, more importance should be given to the stages of emotional development rather than concentrating mainly on the stages of physical and intellectual development, as is at present the case. Thus, the whole content of the dynamics of personality adjustment and mental health can be woven into the daily fabric of teacher-education.

Finally, the teachers' education should include the development of community consciousness among student-teachers and the importance of close relationship between the school and the community.

Training During Employment

In-service Training of Teachers:—As with student-teacher, teachers in em-

(1) Since August 1952 the Indian Institute of Mental Health and Human Relations of the Indian Council for Mental Hygiene has been running such a Demonstration Child Guidance clinic in close cooperation with the Secondary Teachers' Training College Bombay. There is a Child Study Centre for a similar purpose at the Central Institute of Education, Delhi.

ployment frequently suffer from excessive degrees of emotional stress and instability and from personality disturbances and it is necessary to make available psychiatric or psychological guidance for such teachers.

Secondly, the principals and headmasters of schools as well as other educational authorities should be urged to formulate educational policies which will satisfy the emotional needs and aspirations of teachers, leading to a minimum of frustration, lack of interest, instability and emotional maladjustment.

Theoretical and Practical Training

As with student-teachers it would be a most useful experience for teachers in service to have some instruction in the subjects of "Dynamics of human behaviour and personality" and "Behaviour and Personality problems of children". Such courses should be provided either in the shape of in-service training at schools lasting over a comparatively long period on a once-or-twice a week basis, or at intensive Refresher Courses of a week's duration. Apart from such courses, teachers in employment should also be encouraged to attend a Demonstration Child Guidance Clinic for a period of two or three months so as to familiarise themselves with Child Guidance methods for the diagnosis and treatment of children with behaviour and personality problems. Such practical training would enable them to handle these problems in a more understanding and effective manner.

(b) School Practices Conducive to the Promotion of Mental Health and Development of the Child's Personality

One of the basic measures in the promotion of the child's mental health is

to bring about an orientation of educationists and educational officers responsible for formulating policies in secondary education, in the direction of developing a dynamic mental hygiene point of view in them. It would be practical to circulate a Note such as this to officers in the Education Ministry, State Directorates of Education and Government Departments, and other authorities dealing with secondary education.

Since principals and headmasters play such a vital role in shaping the educational policies of their secondary schools, it is a very useful measure to arrange for short intensive Discussion Seminars where principals and headmasters on the one hand, and mental health personnel such as psychiatrists and psychologists and psychiatric social workers on the other, jointly discuss the mental health problems encountered amongst school children and the methods likely to give best results in adjusting such children. Another problem of discussion should be the school policies and practices found to promote the positive mental health of school children, thereby enabling them to develop into useful citizens.

It would also promote the mental health of children if suitable courses were introduced in the secondary school curriculum that would impart training in good citizenship, racial and intercaste harmony and the development of a broad and understanding attitude in respect of other nations. It would also be a good thing to include in the school curriculum an appropriate number of hours per week when children can just study whatever they like.

It goes without saying that secondary schools should impart health education which includes courses on physical and

mental hygiene of the school child and adequate and appropriate sex instruction given in simple language. This should form part of instruction in normal physiology along with courses on personal hygiene.

In this scheme of developing the child's personality, the value of providing recreational and camping facilities at school, and providing a vocational guidance service and vocational training at later stages of secondary education is too well known to be stressed.

All good schools arrange for a physical health examination when the child is entering school as well as at periodic intervals and it is strongly recommended that an assessment of the mental health of secondary school children soon after their admission in school should be carried out at least once. A most economical and practical measure is to administer a group test of personality (or mental health) to groups of about one or two hundred school children at a time. A copy of such a Personality Group-Test as has been used by the Indian Institute of Mental Health and Human Relations for a mental health survey of young college students and adolescent secondary school students, can be supplied, if desired, as a specimen.

Visiting Teachers

Another basic and useful mental hygiene measure which should be adopted as school policy for the promotion of the positive mental health of the child and for the early detection and treatment of children with behaviour and personality problems is the employment of a 'Visiting Teacher'.

The 'Visiting Teacher' is a social worker in a school setting. Her work is mainly in the nature of doing psychiatric social case work, and to some

extent, psychological work with school children. The visiting teacher's help is sought for children who exhibit manifestations of maladjustment such as behaviour, personality and habit problems, psychosomatic disturbances, or those who do not fit in with school life. Elsewhere her help is needed to solve scholastic difficulties such as poor scholastic progress, lack of concentration in the class, general difficulty in grasping school subject or special disabilities in regard to reading, writing or arithmetic.

The work of the visiting teacher is in many ways very similar to that of a psychiatric social worker in a Child Guidance Clinic, with an emphasis on problems created by or closely connected with maladjustments at school or scholastic difficulties and behaviour and personality problems as they result from difficulties in the home or at school. The visiting teacher by her training in education supplemented by that in psychology and psychiatric social case work, is often able to bring about adjustment in many such problems. In cases of more intricate or serious maladjustment she refers the child to a Child Guidance Clinic and acts as a liaison between the school and the clinic.

Functions

The visiting teacher's main job is to give help to the child, parents and teachers in regard to a problem that centres round the adaptation or lack of it on the part of the child, the causes of which maladaptation may be found in the school or in the home. In view of what is required of her, the visiting teacher is a worker with training in knowledge and skills of child guidance, mental hygiene and psychiatric social case work with children and her functions include the identification of children with behaviour and personality

problems in consultation with the class teachers; the collection of a psychiatric social history; and analysis and interpretation of data followed by work with the child, the parents and the teachers; after-care or follow-up work. In addition the visiting teacher in India will be required to know something of intelligence testing and to administer such tests as schools in our country lack the service of psychologists and facilities for mental testing.

The visiting teacher has to come in frequent contact with the child's parents, and she acts as liaison between the child and the teacher, the parents and the psychiatrist. Helping the parents to acquire knowledge on the upbringing of children and to apply it to their own child, giving the parents insight into the child's needs, investigating home conditions and family relations, helping the parents in regard to the child's maladjustment, interpretation of what is done for the child in the school to the parents, are essential functions of the visiting teacher in relation to parents. Other important aspects of her work are giving parents insight into their own emotional difficulties in consultation with the Child Guidance Clinic when necessary, and attempting to alter undesirable parental attitudes and parent-child relationships.

The visiting teacher's relationship to the child is of such a nature that the child has confidence in, and regards the visiting teacher as a kind and friendly person willing to lend a helping hand in the child's difficulties.

Parent-Teacher Groups

The value and utility of closer co-operation between parents and teachers has for some time been accepted everywhere and parent-teacher classes or groups have become routine in most

progressive secondary schools in many countries. A Child Psychiatrist, a qualified Child Psychologist, an experienced Psychiatric Social Worker, a professionally qualified visiting teacher, or a headmaster or school teacher with special knowledge and experience of Child Guidance and Child Mental Health would be suitable individuals to conduct such parent-teacher groups.

(c) Mental Health Services in Secondary Schools

While the employment of a visiting teacher in a secondary school or group of schools may be regarded as an adequate mental health measure for the early detection and treatment of most of the behaviour and personality problems encountered in school, it is necessary for more serious and complicated problems of maladjustments, and for the diagnosis and treatment of psychoneurosis and rare psychoses of school children, to provide either the services of a part-time child psychiatrist along with a whole time visiting teacher or a full-time psychiatric social worker at each school or to provide a group of secondary schools with a child guidance clinic.

The functions of such a Child Guidance Clinic attached to a group of schools would include, over and above the diagnostic and treatment services for children with the more complicated types of behaviour and personality problems which cannot be adequately dealt with by the visiting teacher, educational activities for the teachers employed in the group of schools concerned, in respect of mental health and its disturbances including behaviour and personality problems. These same remarks apply when a school provides a part-time psychiatrist and a visiting teacher or psychiatric social worker.

K. R. Masani

Education Today

The Committee for the nationalisation of textbooks for Junior Basic Schools in Ajmer have called for books from publishers and other private sources. The Scrutiny Committee are finalizing the selection of suitable books.

Ajmer

With a view to extending educational facilities in rural areas, three Primary Schools at Junia, Barakhera and Pushkar and three Middle Schools at Pisangam, Bhinai and Todgarh have recently been up-graded to Middle and High Schools respectively.

A unit of 30 girl cadets has been organised under the Directorate of Education, Ajmer.

* * *

Welcoming delegates to the 25th Meeting of the Inter-State Board for Anglo-Indian Education held at New Delhi on 29th and 30th September, 1953, the Chairman, Mr. Frank Anthony expressed his confidence that apart from maintaining uniform standards in Anglo-Indian Education, the Board

Anglo-Indian Education

would make an increasingly important contribution to the larger cause of Indian education.

Speaking of the current educational policies and trends, Mr. Anthony said that while the States must be given ample discretion, a general purpose and direction to the whole educational pattern can only be given by the Centre. As a beginning, he suggested there should be at least one Central University. Colleges in any part of the country should be allowed to affiliate to such a university. The Centre should also initiate an All-India Secondary School Examination for which, institutions throughout the country, can offer their pupils.

The Board reviewed the position of the standard of Hindi in Anglo-Indian schools.

Methods to upgrade the standard were discussed and it was recommended among other things that Refresher Courses for Hindi teachers should be conducted.

The Board noted with satisfaction the facilities provided for Physical Training in Anglo-Indian Training Colleges, but recommended that better facilities for the teaching of Domestic Science should be provided in these training colleges and that, where possible, special stipends should be provided for trainees to proceed to colleges offering specialised courses in Domestic Science. It considered important questions regarding the fixation of initial salaries of experienced teachers taking up new appointments, and that of schools raising fees.

* * *

The ninth All-India Basic Education Conference was held at the Basic Training Centre, Titabar, Assam from 11th to 16th November. About 1,200 delegates attended the Conference.

*

About 42 new Social Education centres and 20 village libraries have been opened in the State.

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On the suggestion of the Mahodaya Committee, three Basic Education Camps were organised in the State in order to remove the paucity of trained teachers in the sphere of basic education.

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In furtherance of the scheme for promoting Basic Education in Madhya Bharat, 75 Primary Schools have been converted into Basic Schools. 67 compulsory primary schools for boys and two for girls were opened in the State; one middle school for

girls has been upgraded to high school and six primary schools raised to middle standard in various districts. Various Basic Training camps have also been organised.

About 50 cinema shows exhibiting Basic Education in different districts were shown. Refresher classes and rallies were held by scouts in the State.

* * * *

Under the Social Services League of Coorg, a night school for adult illiterates of the Harijan colony was started in the State. The strength of the school at present is 21, of which ten are women. Thirty volunteers of the League, accompanied by two lecturers participated in the Civil Education Scheme, organised by the local municipality.

To inculcate a spirit of self-discipline and good behaviour among students, a Students' Government has also been formed.

All the men and women students in the State were provided with facilities for outdoor and indoor games.

* * * *

From 1st September, 1953, education in the Jammu and Kashmir State has been made free at all stages, from the Kindergarten classes to the M.A. course.

Co-education has been completely abolished in the State.

* * * *

The National Youth Welfare Movement or Auxiliary Cadet Corps was extended to one more Government High School at Anjar in the Kutch State. A training class for secondary school teachers was started at Bhuj.

* * * *

A Students' Camp attended by over 200 students from all over Bilaspur State was organised at Jokhale in Bilaspur. During this period students

Labour Week

busied themselves in constructing road links, cleaning boweries and pits and such varied activities. The last week of September was observed as 'Manual Labour Week' in all the schools of the State; students helped to repair and construct their own school premises and classrooms.

In Manipur State, one Normal School has recently been opened for the training of teachers. To this school is attached a Guru Training School for training primary teachers. The number of trainees in both the schools is 58.

* * * *

In order to cope with the increasing demand for admission, new schools were opened between July and September this year and double shifts added to some of the existing schools in Delhi.

New Schools in Delhi

Five new middle schools have been opened and six middle schools raised to high standard. Additional sections have been opened in 41 existing schools. Six junior basic schools have been raised to senior basic standard. About 19,000 students were admitted into government schools in urban area. The enrolment in the primary schools in the rural areas of the State has increased by about 3,500. Forty-two students are undergoing specialised training in plastic and canvas work, carpentry, animal husbandry, etc., in the Janata College.

A literacy campaign has been launched in nine villages of the State.

* * * *

A team of eight educationists on a study tour recently visited Mysore State to study problems concerning Teacher Training and Secondary Education in the State. The object of the tour, sponsored by the Government of India, was to make a direct and practical contribution to the improvement of Secondary Education in India as a whole. Special attention was given to training of teachers.

Sanskriti Prachara Scheme, sponsored by the State Government for literary and cultural development in the State, has been taken up by the Education Department. With the transfer of seven taluks of Bellary District to Mysore State, the educational institutions in those taluks have been taken over by the Education Department.

Some of the primary and middle schools have been upgraded to middle and high schools, respectively, under the Five-Year Educational Development Plan.

The 'Earn while you learn' scheme has been introduced in the different centres, in order to utilise the services of the students of the local municipal high school.

The Punjab Book Festival and Library Seminar will be held at Jullundur City from December 5 to 12, 1953. Cultural life, history and literature, ancient and forgotten manuscripts and rare books, displayed in the festival, will depict the story of the Punjab through the ages. Collections to be exhibited at the festival will be Five-Year Plan—publications, charts, graphs, pictures and maps thereof; Hindustani Publications—in Hindi, Punjabi, Bengali, Urdu, Persian and Arabic; and Children's Literature published in different countries.

Punjab Book Festival

manuscripts and rare books, displayed in the festival, will depict the story of the Punjab through the ages. Collections to be exhibited at the festival will be Five-Year Plan—publications, charts, graphs, pictures and maps thereof; Hindustani Publications—in Hindi, Punjabi, Bengali, Urdu, Persian and Arabic; and Children's Literature published in different countries.

The Education Department of Saurashtra has sanctioned an expenditure of Rs. 3,61,000 for the opening of new junior basic schools and converting some existing primary schools into basic schools.

Saurashtra News

Out of the four junior Lokshalas scheduled to be opened during the current year at an estimated cost of Rs. 52,000, two have already been declared open.

To speed up the drive for social education, a conference of selected Deputy Educational Inspectors was recently called at Rajkot. They conducted training camps for the benefit of teachers.

About 40 teachers from Primary and Secondary Schools have been deputed to receive training in crafts for six months. After completing their training, they will be detailed in Secondary Schools for teaching crafts. This will cost the Government about Rs. 17,000.

In order to meet the demand of expanding primary schools, 56 new posts of trained primary teachers were created. The cost of this is about Rs. 50,000. Saurashtra Government has sanctioned a sum of Rs. 25,000 against an equal amount received as donations for the building of five new primary school buildings.

The Adult Education Training Centre in Travancore-Cochin State has started extension activities from 16th August, 1953. The programme includes a daily radio listening service, weekly film shows for the benefit of the public, a Youth Club and a Women's Club for the locality.

Social Services League

The audio-visual mobile unit visited the social education centres in the State regularly and arranged exhibitions of educational films.

A scheme for the organisation of the Social Services Leagues prepared by the Adult Education Board has been recommended for adoption in all high schools and colleges in the State.

Part-time evening classes for Diploma courses in Banking and Commerce have been started in the Government School of Commerce, Hyderabad, Deccan from 10th September this year.

Technical Education

The 6th Session of the Secretariat Training Class commenced working from last September at the Government Technical College. The Trustees of the Industrial Trust Fund, Hyderabad, have sanctioned scholarships of Rs. 2,400 per annum to students of the Mechanical and Electrical Engineering Diploma Course.

An eight-week advanced course of training for trained teachers and headmasters in India was recently conducted by four American educationists in Patna, Jabulpoore, Baroda and Mysore.

Training Course for Trained Teachers

The Course included Educational Philosophy and Trends in Education; School Administration, including finance; Educational Philosophy and Guidance, including tests, measurements, and curriculum and methods of teaching, including visual aids.

About 70 selected headmasters and senior teachers of secondary schools from West Bengal, Bihar, Orissa, Assam, Tripura and Manipur States have joined the 'Extension Course' started in the Training College, Patna under the auspices of the United States Education Foundation.

Twelve Basic-trained graduate teachers of Basic Training and Sarvodaya High Schools in the State have recently been deputed to Sevagram for a refresher course of six months. A scheme of intensive educational development in the Turki-cum-Vaishali area has been put into force in an organised form from October last.

Girl Guide training has been introduced in some of the Government as well as Government-aided girls' middle schools.

Two junior basic training schools for women have been started at Lakhisarai and Ranchi.

A new scheme has been taken up in West Bengal to convert 40 selected primary schools in each of the eight Community Development Blocks into full-fledged Junior Basic Schools. Under the scheme sums of Rs. 1,12,000 and Rs. 90,000 have been granted to District School Boards for the improvement and expansion of ten primary schools and secondary schools, respectively, in each of the eight Development Blocks.

West Bengal Schemes

About 80 literacy classes and 106 social education centres with an enrolment of 2,713 adults have so far been started in eight Development Blocks of about 800 villages.

The West Bengal Government has sanctioned a three month course of training in Agricultural practice for 30 village primary school teachers. The idea of the scheme is to make available their advice and practical help for the improvement of agriculture, horticulture, animal husbandry and other allied pursuits. The scheme is expected to give an incentive to the social education movement in West Bengal.

The rate of Dearness Allowance to the teachers of non-Government Secondary Schools has been increased.

THE FOREIGN SCENE

Unesco has recently proposed to its Member States that they undertake an inquiry into the manner in which primary and secondary school textbooks describe the past and present relations between the two great groups of nations commonly called the East and the West.

Better Textbooks

The purpose of the inquiry is to permit them to make sure that the textbooks each of them uses in its schools give an accurate picture and adequate knowledge of other countries. After this study has been made, it will be possible to convene bilateral and multilateral meetings of experts to examine school books of experts and to make arrangements for changes in them.

The whole inquiry into how the countries and peoples of the East and West are treated reciprocally in their textbooks and teaching materials is being made within the framework of Unesco's activities on behalf of education for living in a world community.

Miss Jane M. Hacker, British educator with extensive teaching experience in the Near East, has recently arrived in the Kingdom of Hashemite Jordan on a technical assistance mission for the United

British Educator on Unesco Mission

Nations Educational Scientific and Cultural Organization.

During her one-year mission, Miss Hacker will work closely with the staff of the new Women's Teacher Training College at Ramallah, near Jerusalem, which is being expanded to meet the kingdom's growing need for secondary school teachers. She will also aid in the training of teachers in English and Geography.

The Ministry of Education, Peru, has appointed a Committee to catalogue and classify children's literature according to its educational value.

Educational Innovation in Peru

This campaign was waged to stop publication of those books and periodicals which are offensive from the intellectual and moral point of view.

In a Unesco-sponsored experiments in International understanding, co-authors, Messrs. H. E. O. James and Cora Tenan made an important

Experiment in Understanding

investigation into the attitudes of boys and girls in their teens towards foreign peoples. This book "The Teacher was Black" subtitled "An Experiment in International Understanding" (William Heinemann, Ltd., London; 10/6/-) describes in detail how in a town-school, 18 miles from London, a surprise change came in the attitude of students towards foreigners with the arrival of two African teachers.

"Satisfactory personal contacts" they say, "dispel the uncertainty and uneasiness that generate dislike and avoidance". The conviction that the foreigner is fundamentally the same as oneself is a first necessity to dispel ignorance and misconceptions.

Twenty-seven school children recently returned from a voyage to "The Land of the Midnight Sun", without leaving their classroom.

Land of Midnight Sun

Travelling on a specially-fitted bus, they visited the Scandinavian Countries, and finally reached the Northern most tip of Europe at North Cape in the Arctic Circle.

Dr. C. P. Shukla of the Descriptive Cataloguing Division received the first Doctorate of Library Science from the Michigan University. His dissertation "A study on Publications of the Government of India

Michigan University Award

with Special Reference to Social Publications", is the first comprehensive work of its kind.

Children from nine different nationalities are living at the Pestalozzi Children's Village at Trogen, Switzerland. The 185 children at present in the village are housed according to their nationality and in groups of 15-18 boys and girls. In the basement of each house in the village is a schoolroom where the primary children are taught according to the curriculum of their own country. The Village meets internationally once a day and the children are grouped according to their age, ability and interest, for courses in art, domestic science and handicrafts. Secondary school children of all nationalities attend school in the village community building.

One hundred volumes of books for young people were selected on an experimental basis by Bishop's Stortford Secondary Modern School, (Bishop's Stortford, England). Class lessons were conducted on the use of the Library's Card Index. Children, from among whom 50 per cent were members of the country library already queued up to join the library to read the 100 Classics. Reviews of books were written by students and pinned in the "review file", displayed on the wall. It was observed that comics tended to remain unread and unbought.

The demand for 'Reading Improvement' Programme has reached unparalleled heights in the U.S.A. At the early experimental stage, a mirror was installed on left side of a set of mimeographed pages, which one student read as another noted in the mirror the number of pauses, regressions, etc. Practice periods were arranged for three 30-minute periods each week. After every practice period, the student made a summary, an outline or took a test over the material read. Thus, students were encouraged to do extensive reading and to improve their rate and comprehension.

For 'pacing the eyes', simple flashcards were later replaced by elaborate tachistoscopes. The most widely used instrument for eye-movements in reading is the metronoscope.

As a feature of "accelerated reading programme" instruments such as 'Harvard Reading Films', 'The Reading Accelerator',

'Flashmeters', 'The Reading Rate Controller', etc., have now been developed in the States.

In order to help students, English departments in U.S.A. have set up 'Remedial Writing Programmes' through agencies, differently called 'Workshops', 'Laboratories', 'Clinics' or 'improvement services'.

It was observed by educationists that most students showed themselves deficient in writing correct English, even after graduation. English departments, therefore, set up writing improvement services to help students, who had, either passed freshman composition without actually mastering its rudiments or had ceased to use them.

Remedial Writing

In the 15 schools offering remedial work, the number of staff members in the writing improvement services range from one fully employed faculty member with graduate student helpers to almost every member of some department. Eleven schools maintain remedial reading laboratories, either in connection with the writing laboratories or separately. At one college a couple of filmstrips on punctuation and study habits are available, at another slides on punctuation are in use.

'Workshops' are open from 9 A.M. until 5 P.M. each day of regular classes; or, at certain hours.

At the junior or senior level, 11 of the 21 institutions give examinations which test the students in correct spelling, punctuation, and usage errors in sentences or paragraphs.

During 1951 and 1952, Unesco conducted an international enquiry into the teaching of philosophy in the educational systems of various countries and its influence upon the moulding of the citizen. The results of the enquiry have now been published in a 230-page book titled "The Teaching of Philosophy: International Enquiry". The volume presents a series of papers by members of the committee concerning the place allotted to philosophy teaching in their respective countries. Professor N. A. Nikam, Secretary-General of the Indian Philosophical Congress, Professor at the University of Mysore, represented India on the nine-man Committee of Experts.

The experts unanimously adopted a joint statement stressing the importance of philosophy teaching and expressing the hope that it will be developed in a spirit of free research and free discussion.

Book Reviews

A Guide to the Pronunciation of English by R. A. Kriekenbeek, Orient Longmans Ltd., Bombay. Price Re. 1/4/-, 1953.

ENGLISH is of all languages the hardest to learn to speak, the most difficult to master. Not merely are there abundant irregularities of pronunciation, there are tricks of stress and of rhythm in prose speech that imply a sharp ear, a retentive memory and the conquest of inherited habits of speech for those reared in other languages.

Mr. Kriekenbeek's small manual of 25 pages is likely to be valuable to the teacher of children raised in Tamil and Sinhalese to whom it is primarily addressed. It is, with adaptation and by derivation, likely to be useful to those born into other allied languages. Clearly a seasoned teacher of spoken English, the author deals swiftly but surely with the most harassing aspects of the language. Demonstrations of general faults and how to correct them in specific words are clear with well-chosen examples. Word-stress, however, is almost less important today than sentence-rhythm. On this latter subject Mr. Kriekenbeek is an invaluable guide both to beginner and advanced student. A faultless ear for rhythm in prose is as rare as it is in poetry, and teaching in this field has with us been sadly neglected. A false intonation, which is in effect a series of false rhythms, is fatal to spoken

English. The author demonstrates the elements of rhythm in English prose with competence and authority. His "Lessons in Speech Training" are models for children raised in Indian languages, more especially in the languages of the South. Everywhere, the evidence of practical experience in teaching the child how to avoid pitfalls and to conquer mispronunciation, is reassuring.

Muriel Wasi

Education of Backward Children by M. E. Highfield, published by George G. Harrap & Co., Ltd., London, revised edition, 1951, pages 176.

THIS is an account of about three years' experiment in the organization of work in schools of the South-end-on-Sea Education Authority with dull and educationally retarded children. The book first appeared in 1939 but has since been revised to align it with the latest outlook in the education of the backward. Although the statements and recommendations in the document are not always supported by exact quantitative data, they are generally in line with what other well-known workers in the field have reported on the matter.

It is essentially a book for the teacher and contains many good suggestions for dealing with the backward at different stages of schooling—infant, junior and senior. The treatment of remedial instruction in reading and arithmetic, is competent.

Many practicable devices and schemes of study for these two subjects are also suggested.

An interesting feature of the book is the simplicity of its style and comparative freedom of its language from technical jargon. It can be read with interest and profit even by those who do not possess any special qualifications in remedial instruction.

Another point emphasized at several places in the book is that backwardness is not necessarily an intellectual attribute. It may be related, particularly at the earlier stages of schooling, to emotional and social maladjustment at home. In such cases it is recommended that the teacher should take the long view and not concentrate on the immediate solution of the child's scholastic difficulties.

Veda Prakasha

The Teacher of Teachers: by Harold Rugg, Harper & Bros. Publishers, New York.

THE fact that there is a "cultural lag" in our education is quite well known among modern educationists, but the idea has become so much of a *cliche* that most people do not realise the danger lurking in our present system of education. From his wide experience as an educationist in U.S.A., the Middle East, Philippines, Puerto Rico, China and elsewhere, Professor Rugg clarifies the situation in terms of the technological development and educational theory of the modern era.

He points out that the engineer's "die is cast". He has introduced the

machine into human life. In two centuries, from Galileo to Newton, scientists discovered the mechanical laws of the mechanical production of work-developing-energy and the concepts of mathematics upon which they are based.

Two centuries later, these discoveries produced the gas engine and the metal-made machine, harnessed them and brought about the Industrial Revolution. As a result material culture changed. Distribution of goods became more wide-spaced, but it was achieved so slowly that its consequences were not realised till well on in the 19th century.

Still more slowly, did human institutions such as the family, government, community, and so on change. With this is linked the fact that man's basic concepts and loyalties, the codification of their moral values and beliefs were gradually revised.

One important result of this cultural lag is that our schools today do not prepare students for life in a machine-controlled age. It is the responsibility of the teacher to set this right. Therefore, the teacher of teachers, has the responsibility of completing the humanizing of men and building among them the effective intelligence that suits the age in which we live.

The book is a clever resume of the cultural and educational history of the past few years, but its strongly American bias vitiates its value as an educational analysis of judgment.

R. Krishnaswamy

Though land be out of sight..., Compiled by Phyllis Monk, National Institute for the Blind, London—Price 8 Sh.

IN a competitive democratic society where not even the able-bodied are guaranteed the fundamental right to suitable work and a full life, little is usually done to help the handicapped. Where thousands of children lack the opportunity to be educated and the limited number of employment exchanges are faced with the task of finding gainful work for the willing and the qualified, the care of the handicapped seems a cry in the wilderness. But in fact the condition and stunts of the handicapped form an excellent touchstone to assess social consciousness in a supposedly democratic society. No section of the handicapped deserves and needs more devotion than the blind.

"**Though Land Be out of Sight.....**" is an intimate account of a novel attempt that was made in England to help young girls handicapped by blindness. It is a biography of the early years (1921-1944) of Chorleywood College for the higher education of girls with little or no sight. Through the personal recollections of the first headmistress, Phyllis Monk, and of teachers and pupils, the book reveals vividly how the handicap of blindness was tackled, and how with care and understanding the girls were led to a fuller life, socially and economically.

In 1927, the National Institute for the Blind received from Mr. J. H. Batty the gift of a large estate at Chorleywood with it. The Institute decided to establish a school for the higher education of blind girls, a sub-title which was early changed to "For girls with little or no sight", a modification con-

sidered desirable because of the special usage of the word 'blind' by the N.I.B.

The problems confronting blind children are, generally speaking, different from those faced by adults handicapped later in life. Though vocational interests were not neglected, the primary aim of the institution was to provide a regular grammar school education to the pupils. This was both a novel and an ambitious plan. It worked because of the co-operative enthusiasm of the staff and the support of the N.I.B.

Of general educational and emotional interest, the book is particularly valuable to teachers for its chapters on regular school subjects (even Mathematics!) that were taught and learned with a considerable degree of success. As an account of a pioneering effort "Though Land be out of Sight" stimulates the reader to think constructively of those to whom the world is darkness.

S. Rahman

Creative Crafts in Education: E.M. Robertson—London: Routledge and Kegan Paul Limited. 1952.

THE main concern of this extremely readable book is to discuss the crafts that are most valuable in school and to the approach that will lead to the most rewarding study of them. The belief that crafts can, more than any other form of education, transform our social environment, gives this book its wide social appeal. The author is conscious of the fact that while there was a time not long ago when education was "a desert so far as crafts were concerned," there is now an indiscriminate growth of crafts in education. The question is: are all the activities that crowd the class-room

crafts, and is it desirable that our children should take up one rather than the other?

The author suggests "combined operations" during primary years where there is little distinction between art and craft. The change over from aimless play to deliberate shaping marks a new level. But the door to discovery is open. At this stage orthodox teaching has little meaning and here the settled relationship between man and material that is essential to craftsmanship, is built up. The necessary environment and association are moulded for the child from the nursery onwards through the infant and junior school, to encourage the expression of phantasy in order to develop the child's ability to explore his own problems and strengthen his power to transform phantasy into fact. Here the teachers' responsibility is heavy. Throughout the emphasis is on the conception of the craft which will encourage the emotional, imaginative, and intellectual development of the child. This idea has been well expressed as follows:

"I see crafts as making their chief contribution to education, not as a way of acquiring knowledge (though knowledge comes), not as a perfection of bodily skill (though that is acquired and then made the means to a further end), but as a form of art, the expression of the human spirit on and through its environment. To make things which embody our attitude to life in this special way is a spiritual necessity. If we can give children this experience, give them the certainty that the making of their

environment is in the hands of men, we shall be educating indeed."

The chapters on the "Value of crafts in adolescence" and the "Practice of crafts in adolescence" are by far the most important, for they make an analysis of the needs of the child born into a complex world, needs that must be met.

The chart on the 'inspiration of material and their possibilities' (p. 36), Appendix II which relates to the "Planning and equipment of a general craft room", and the interesting samples of the work of school children make this a specially valuable publication for teachers of small children.

S. Nagappa

The Teacher was Black: by H.E.O. James and Cora Tenen. Published by Messrs. Heinemann for New Education Book Club. Price 10s. 6d.; pp. 120.

MISUNDERSTANDING and prejudice are great hindrances to the promotion of international goodwill and understanding. Personal contacts with people and a sympathetic study of their affairs are, therefore, essential to international amity and peace.

This book deals with a survey of adolescent attitudes, conducted by the Institute of Education, University of London, during 1948-50. It describes the reactions of children in the English school to people from other lands, who came to their town during and after World War II. As many as 400 boys and girls, between the ages of 11 and 15, were invited to talk freely about the peoples they had met or heard of. These children had seen and met many foreigners: Americans and other allied servicemen; Negroes; German and Italian Prisoners; Poles and Displaced

Persons whom the war had brought to their district; Egyptians and Arabs.

Before the children saw these people, they had known them merely through films and comics, propaganda and books. Naturally, their knowledge about them was distorted. For instance, the first reaction of the children to Germans was not a happy one, because both press and radio had presented the Germans in an unfavourable light. Thus, when German P.O. Ws. first appeared, the children were hostile, but when personal contact was established, hostility disappeared. Some of the children worked with the Germans in the fields; others got to know them in other ways. To work with them was at last to know them and to like them.

This survey proves how the absence of personal contact prejudices personal relations and how when people meet others, preconceived ideas about them change and a whole approach undergoes a healthy transformation. The authors found that in a school where an African had taught for a while, her pupils had a better opinion of Negroes than the students in schools not similarly educated.

This book is a forceful demonstration of how race and colour prejudices start in children and how they can be combatted. It makes interesting reading and is an important contribution to the cause of better international understanding. It should be of special interest to those who are studying the problem of group tension in India.

P. N. Malhan

History of Koh-i-noor: by N. B. Sen; New Book Society of India, New Delhi. Price: Rs. 3/12/-.

BESIDES being the most flawless and, perhaps, the largest diamond in

the world, the Koh-i-Noor has always had great significance as a symbol of imperialism. Mr. N. B. Sen has in his book sought to give us a continuous history of this diamond from the earliest times. He identifies it with the *Samantick-Mani* mentioned in the *Puranas*, but brings forth no evidence to substantiate the statement, and in his efforts to trace the history of the Koh-i-Noor almost hand to hand, lays himself open to the reproach of wishful thinking.

But the history of the diamond can certainly be traced from the early 14th century; it belonged to Aurangzeb and to Nadir Shah, and played its part in the history of India, Persia, Afghanistan and, finally, Great Britain. It is now, as is well known, the brightest jewel in the Imperial Crown of England. Recently the question of its possible transfer to India was mooted in the newspapers and in Parliament, but the days when great importance was attached to precious stones are gone, and the Government of India have shown no desire to reclaim it. The story of the Koh-i-Noor, however, will always attract readers, and Mr. Sen has given us an interesting, if somewhat romantic, account of this story.

S. Gopal

Japan Ke Balak and Chien Aur Japan Ke Balak: by Indra Nath Madan. Orient Longmans, Calcutta. Price: As. 5 p. 6 and As. 10/-.

THESE booklets introduce the children of our great Asian neighbours—China and Japan—to the children of India in a simple and attractive way. The author appears almost to be taking the children on a joyride that is both instructive and entertaining. The

sketches in the booklets are vivid and the bold type used makes it easy to run through it in an effortless way. The writer deserves praise for his happy choice of words—minor grammatical flaws notwithstanding—and bringing out a children's edition on a theme of some importance today. In their way the booklets are a bridge on which children of Asia should meet.

T. Tikku

Four Unesco Pamphlets

Towards World Understanding
(Unesco Publications), 19 Avenue
Kleber, Paris 16.

SOCRATES once said that most errors of judgment were, really errors of perspective. To correct perspective is to eliminate error. Believing in this maxim, Unesco has been working for many years now to build up a correct perspective among the peoples of the world, and to this end, has organized international seminars—or study conferences—where delegates from all parts of the globe meet to exchange views, ideas and experience.

1. *In the Classroom—with children under 13 years of age*: In 1948, a seminar was held at Podebrady, Czechoslovakia, from July 21st to August 25th, to discuss "Childhood Education from three to 13 years of age". This booklet contains the report of the group (consisting of 14 members from ten different countries) that concentrated its attention on education in the classroom as a means of developing international understanding. In the group's opinion, a new approach was needed in the teaching of various subjects rather than a change in the school curricula. "History and Geography may be taught so as to give the child a sense of unity

with other times, people and places." The group divided itself into two sub-groups, one devoting itself to general principles, the other to their practical application. The second sub-group discussed how a child might cultivate objectivity, a discriminating sense of values, a feeling of belonging to mankind and how he might resist influences that run counter to these principles.

2. *The Influence of Home and Community*: This booklet gives the findings of another group at this seminar, that met to discuss, "The Influence of Home and Community" on the education of children between three and 13 years of age.

The pamphlet contains (i) the texts of two speeches made during the seminar, one tracing the growth of the child into responsible adulthood, particularly the European child, and the other setting out social obstacles to education, (ii) a memorandum outlining various techniques for research into the social and psychological life of children in different countries, and (iii) the report of the study group on "Abnormal Influences on the psychology of the child". The group report deals mainly with the effect of family environment on the development of emotional maturity, taking into consideration the displaced child, the deprived child, the delinquent child and all other aspects of unsatisfactory family relationships. These papers have a basic unity of theme, namely, to analyse certain out-of-school influences on children under 13 years of age.

3. *A Handbook of Suggestions on the Teaching of Geography*: At Montreal, during the summer of 1950, Unesco organized an international seminar on

the Teaching of Geography. Twenty-three nations were represented at this seminar. This booklet has been written by one of the participants, Mr. N. V. Scarfe, Head of the Geography Department at the Institute of Education, London University.

The importance of Geography in the school curriculum is largely due to the fact that the physical environment exercises a significant influence on human life, behaviour and outlook. The participants at the Unesco seminar felt that the study of the world stage would show students that the interdependence of nations and the need for cooperation are both inevitable in the modern world. This book attempts to indicate ways in which good Geography teaching can enable attitudes of international goodwill to be cultivated in the minds of the children.

It is divided into four main sections. Section I shows how geography is related to, and can assist international understanding. Section II gives some suggestions on syllabuses and teaching methods essential to good geography teaching. Section III deals with the use of visual aids in the teaching of geography. Section IV sums up the deliberations of the seminar.

4. *Round the World with a Postage Stamp*: This is a booklet for teachers and children on the Universal Postal Union.

What does the post mean to you? "It is a hole into which I put letters I have written." Starting with this description of what the post means to most people, the booklet goes on to narrate the history of the postage stamp, the letter's journey, postal services and finally the International Bureau of the Universal Postal Union.

The object of the booklet is to provide teachers with material for a series of lessons on this agency to pupils between 12 and 14 years of age. Necessarily these lessons will have to be adapted to local conditions so that students can get a vivid picture of how their own country shares in a joint enterprise made possible by a pooling of world effort.

Kala Thairani

The Use of Vernacular Languages in Education: 8th in the series "Monographs on Fundamental Education", published by the Unesco, 19 Kleber Avenue, Paris 16. Price: \$ 1.00. 1953.

WE take it as axiomatic that every child should attend school and that every illiterate should be made literate. We take it as axiomatic too, that education is best carried on through the mother tongue of the pupil. But with the many hundreds of languages spoken in the world, some lacking a written form and some a literature, there arise many complex and difficult problems between the accepted axioms and their realization. It is with these problems that this 154-page volume is concerned.

The core of this volume is the report of a meeting of specialists on the use of vernacular languages in education, which was convened in Paris in November, 1951. This report which appears as chapter II, seeks to provide some answer to two important questions: under what circumstances is the use of the vernacular possible in education; secondly, what measures might be taken to facilitate and encourage its use? Chapter I is a survey,

providing by way of minimum background, a brief continent-by-continent description of the language situation and its relation to educational policy. Chapter III gives some case studies to illustrate certain aspects of the report.

In addition to a classified bibliography and an index, this book provides a list and tentative classification of the languages spoken in the world today.

Kala Thairani

Women and Education: 5th in the series "Problems in Education", published by the Unesco, 19 Avenue Kleber, Paris 16.

THIS volume has been published by Unesco in answer to the questionnaire on the access of women to education, addressed to different Ministers of Education. Out of the 47 replies received, three were selected and incorporated in the present volume, from Chile, India and Yugoslavia, for an intensive study of the problem. This enquiry was conducted as a preliminary study for the Fifteenth International Conference, convened jointly by Unesco and the IBE at Geneva in July 1952.

Part I surveys the position of women and their access to education in Chile. Women's education has made considerable progress since Chile's independence in 1810. Progress at the primary and secondary levels has been rapid. At the higher education level, only seven per cent. of the students are women, a fact attributed to custom rather than to prejudice. In the sphere of technical and vocational education, however, a most marked inequality between the sexes exists. So that, concludes the

author, though much has been done, a great deal yet remains to be done.

In India (Part II) we face a problem altogether different and more complex. Women appear to have enjoyed a privileged position in ancient India, but from this position they fell when foreign invaders stalked the land (1,000 A.D.), foreign rulers established sway, until by the dawn of the 19th century, women's inferior status came to be accepted as "divinely ordained". In this process, over-protection of women led to such evils as child marriage, *purdah* and *sati*.

To a great extent these evils have been countered in present-day India. Legislation has accorded women equal rights with men in the field of education. There are women's educational institutions as well as co-educational institutions. The women's reform movement is proceeding steadily.

The authors of the essay on India are K. L. Joshi and P. D. Shukla of the Central Ministry of Education, Government of India.

In Yugoslavia (Part III), we have a third picture. The country that has emerged as the People's Federated Republic is in the midst of revolutionary changes and the question of women's status and progress is one of the many changes taking place. Legislation has officially abolished the handicaps that placed women in a subordinate position. In education they have several openings to suit aptitudes for special careers. Nor are they handicapped in the field of vocational training. Every effort is being made "to reconcile the role of mother of a family with the social and working life of the citizen".

In addition to an Appendix and a Bibliography, Part IV to the book contains the recommendations of the Unesco Conference on the subject.

K. T.

Information Bulletins, Nos. 29 and 30: Published by the Australian Council for Educational Research, 147 Collins Street, Melbourne.

"Growth in Vocabulary and Expression in the First Two Years at School". This bulletin records the findings of a pilot investigation conducted in Melbourne, Australia, to test the language development of the young child at school.

In 1950, a series of pictures was presented to a group of school-going children for their analysis. In 1951 and 1952, after a lapse of one year in each case, the same series of pictures was presented to the same group of children by the same interviewer. The records of the three consecutive years were examined to test:

- (a) the responsiveness of the child in his comments, descriptions or discussion of the pictures;
- (b) his understanding of the pictures;
- (c) the quality of his self-expression; and
- (d) the quality and range of words used in the responses.

Analysis of the responses for each year as well as general conclusions arrived at, make this bulletin an interesting and revealing study.

"The Functional Classification of Child Speech". The report deals with

an exploratory investigation in the study of relations between speech and other individual characteristics of the child. This study assumes that an analysis of child speech can offer many invaluable clues to the understanding of a child and helping him to control his environment.

The experiment was conducted on 24 pre-school children in Australia. Their spontaneous speech was recorded in a kindergarten setting some two months before they went to a primary school. That speech was analysed into 61 categories and indices were made in relation to a number of other indices such as chronological age, adjustment to school, emotional adjustment and home influence. The report records certain findings but the object of the whole study is to find a fuller explanation and clearer definition of such concepts as "school adjustment", "emotional adjustment", "group formation", etc.

The report, as an experiment, appears in two parts. One will interest those who are directly concerned with handling children during their first year at school; the other is prepared for those who are interested in methodology, and relationships between various facets of a child's complex make-up of characteristics.

K. T.

Journals Received

Adhyapak, No. 2 (Marathi Quarterly), October 1953; Published at Ahmednagar, Annual subscription Rs. 2/-.

C.I.E. Record, Vol. III, No. 1, September, 1953. Bulletin of the

Central Institute of Education, Delhi 9.

Educational India, Vol. XX, No. 4, October, 1953. A monthly forum of Educational Theory and Practice. Published at Masulipatam, South India. Price 8 annas.

Indian Journal of Adult Education, Vol. XIV, No. 3, September, 1953. Published by Indian Adult Education Association, 30 Faiz Bazar, Delhi, Price Rs. 1/4/-.

Punjab Educational Journal (New Series), Vol. II, No. 3, September, 1953. Quarterly journal devoted to the discussion of educational problems and the publication of news of the Punjab Education Department. Published by M. Gulab Singh and Sons Ltd., Nicholson Road, Delhi. Annual subscription Rs. 6/-.

The School World, a bi-monthly journal devoted to educational and cultural topics. Vol. XVIII, Nos. 9-10. Sept., Oct., 1953. Printed at 117 Thalawadi, Belgaum. Annual Subscription Rs. 3/-.

Social Education News Bulletin, Vol. IV, No. 10, October 1953. Issued by the Central Office of the Indian Adult

Education Association, 30, Faiz Bazar, Delhi. Annual subscription Rs. 3/-.

The Ceylon Teacher, Vol. XVII, No. 84, August, 1953. The monthly journal of the All Ceylon Union of Teachers. Published at No. 20 Fifth Cross Street, Jaffna, Colombo. Annual subscription Rs. 6/-.

The Ecumenical Courier, Vol. XII, No. 4. July-August, 1953. A bi-monthly bulletin published by the World Council of Churches, 156 Fifth Avenue, New York 10, N.Y.

Educational Missions—Report of the Mission to Libya: Fifth in the series. Published by Unesco, 19 Avenue Kleber, Paris 16. Price \$ 1.00.

A Guide for Teaching about Human Rights, Unesco Publication, Paris.

Press Film Radio, Clearing House Series No. 2B. July, 1953. A World film directory. Published by Unesco, 19 Avenue Kleber, Paris 16.

Unesco Officials Bulletin, Vol. V, No. 3, July, 1953. Appears every two months in English and French. Published at Unesco House, 19 Avenue Kleber, Paris. Annual subscription \$ 1.75.

Bibliography of Children's Books in English

We publish below the last instalment of a bibliography of children's books in English obtainable at the Central Educational Library, New Delhi. It is intended chiefly for the use of Secondary School teachers and for children between the ages of 13 and 16 years. Our first and second instalments of the bibliography were published in the June and September, 1953, numbers of the Quarterly, respectively.

EDITOR.

Children's Books

Age Group 13—16 years

F—FICTION

Alcott, L. M.

Good Wives; a story for girls. London, Juvenile Productions, VI, 248 p.

Little Men. London, Blackie, n.d. 282 p. 18 cm.

Little Women. London, Juvenile Productions, n.d. ix, 256 p, 19 cm.

Aldous, Allan.

Mcgowan goes to sea; illus. by M. Mackinlay. London, O.U.P., 1945. 154 p.

Ball, Richard.

Broncho. London, Country Life Ltd., n.d. 149 p, 8.5".

Barton, M. H.

Nell Grayson's ranching days; or a city girl in the great west. N.Y., Cupples & Leon, 1926. 206 p.

Batten, H. M.

Starlight. New York, Penguin Books, 1946. 186 p.

Berke, Helen.

Winnie Winkle; and the diamond heirlooms. Illinois, Whitman Publishing Co., 1946, 248 p.

Blyton, Enid.

The children's life of Christ. London, Methuen. 1946. 191 p, 7".

Five go off in a Caravan. London, Hodder Ltd. 208 p. 7".

Five go to smuggler's top; illus. by Eileen Soper. 192 p.

Five on a treasure island. London, Hodder, 1951. 191 p.

The mystery of the burnt cottage illus. by J. Abbey, London, Methuen, 1946. 164 p. 7".

Secret seven adventure; illus. by George Brook. Leicester, Brockhampton Press, 1952. 127 p.

The book for girls. London, Juvenile Productions, n.d.

Bowon, R. S.

Red Randall on active duty. New York, Grosset, 1944. 21 p.

Bright, Robert.

Life and death of little Jo. New York, Garden City, 1944. 216 p, illus.

Bright Story Readers.

The Coral island by R. M. Ballantyne. London, Arnold, n.d. 96 p.

The Deerslayer, by J. F. Cooper. London, Arnold, n.d. 96 p.

The exploits of Don Quixote De La Mancha. London, Arnold, n.d. 96 p.

The Mill on the floss by George Eliot. London, Arnold, n.d. 127 p.

The moonstone, by W. Collins. London, Arnold, n.d. 128 p.

Oliver Twist by Charles Dickens. London, Arnold, n.d. 128 p.

Tales from Tennyson's idylls of the king by S. Gregson. London, Arnold, n.d. 96 p.

- The tower of London by W. H. Ainsworth. London, Arnold, n.d. 128 p.
- Bruce, D. F.
- Dinsie among the prefects. London, O.U.P., 1944. 288 p, illus.
- Dimsie carries on. London, O.U.P. 254 p.
- Dimsie moves up again. O.U.P., 1944. 288 p, illus.
- Bryant, Chester.
- The Lost Kingdom; illus. by Margaret Ayer. N.Y., Julian Mesner, 1951. 184 p.
- Carroll, Lewis.
- Alice's adventures in Wonderland. London, Ward, Lock, n.d. 332 p.
- The complete works of Lewis Carroll; illus. by John Tenniel; introd. by Alexander Woolcott. N.Y., Modern Library, n.d. xi, 1293 p.
- Chaffee, Allen.
- Adventures on the high trail. Springfield, Bradley, 1923. 213 p.
- Collodi, C.
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Contents:—

- V. 1 Poems of early childhood.
- V. 2 Narrative poems and creative verse.
- V. 3 Experience stories and animal friends.
- V. 4 Tales and legends.
- V. 5 Our own country and foreign lands.
- V. 6 Holidays and famous people.
- V. 7 Play activities.
- V. 8 Nature excursions.
- V. 9 Growing child.
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- V. 4 Through the gate of my book house.
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- V. 6 Through fairy halls of my book house.
- V. 7 The magic garden of my book house.
- V. 8 Flying sails of my book house.
- V. 9 The treasure chest of my book house.
- V. 10 From the tower window of my book house.
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Kempis, a Thomas.

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Schwat, Gustav.

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Arnold, Channing.

Story of Ramayana. Bombay, Orient Longmans, 1951. 139.

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Masani, Minoo.

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Strong, C. F.

Today through yesterday. London, University of London Press, 1939.

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364 CRIMINOLOGY

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Adaptation to environment by B. M. Parker. Evanston, Peterson, 1946. 36 p, illus.

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- Sky above us by B. M. Parker. Evanston, Peterson, 1951. 36 p, illus.
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- Superstition or science by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.
- Thermometers, heat, and cold by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.
- Toads and frogs by B. M. Parker. Evanston, Peterson, 1951. 36 p, illus.
- Trees by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.
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- Water supply and sewage disposal by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.
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KEY TO ABBREVIATIONS

+	Continued on later pages of the same issue.
&	and
Ag	August
Je	June
Jl	July
m	monthly
no.	number
O	October
q	quarterly
S	September.

The following is a sample explanation of abbreviations used:—

Kini, K. N.

Revolutionising our educational
system. *Educ Rev* 59 no 9:
172—176 S'53.

The article of K. N. Kini will be found in
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172 to 176 of the September, 1953 issue.

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